

20th Century Pop Culture

Course Overview: This course will explore 20th century American pop culture through a focus on the “four-disciplines” of Social Studies: History, Civics, Economics and Geography. Through readings, multi –media resources, and discussion students will consider how elements of culture that develop from the “four disciplines” have both shaped and been shaped by significant events in modern American history. Particular emphasis will be placed on the following elements of culture: arts and entertainment, political and social movements, technology, government, literature, food and drink, geographical and economic trends, and cultural demographics. Throughout the course students will be working on a project that answers the course essential question and culminates with an interactive presentation.

Essential Question: How do elements of pop culture help shape modern American society?

Subject(s)	Social Studies
Grade/Course	20 th Century Pop Culture/11 th & 12 th Elective
Unit of Study	The “Roaring” 1920s
Unit Type(s)	<input type="checkbox"/> Topical X Skills-based X Thematic
Pacing	4-5 Class Periods
Categorizing Framework Standards	The “Four Disciplines”: History, Civics, Economics and Geography

CT State Framework Standards:
<p>1.1 Significant events and themes in United States history</p> <p>3. Analyze the evolution of citizen’s rights.</p> <p>7. Compare and contrast various American beliefs, values, and political ideologies.</p> <p>10. Assess the significance of the evolving heterogeneity of American society.</p> <p>11. Analyze the impact of technology and scientific discovery on American society.</p> <p>12. Analyze how the arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity.</p> <p>13. Evaluate the role and impact that significant individuals have had on historical events.</p> <p>1.4 The geographical space and place</p> <p>30. Explain how technological developments have changed our perception and understanding of location and space in the modern world.</p> <p>1.5 Interaction of humans and the environment</p> <p>32. Analyze how a specific environment has influenced historical developments in a region or nation of the world.</p> <p>1.8 Interactions between citizens and their government in the making and implementation of laws</p> <p>41. Analyze laws that have been modified to meet society’s changing values and needs</p> <p>1.9 The rights and responsibilities of citizens</p> <p>46. Investigate how individuals or groups have worked to expand or limit citizen’s rights in the U.S.</p> <p>1.10 How limited resources influence economic decisions</p>

50. Analyze how the abundance or scarcity of resources affects the nation and the individual.

1.13 The characteristics of and interactions among culture, social systems and institutions

59. Demonstrate the importance of viewing a culture through a variety of perspectives

62. Analyze the impact of family, religion, gender, ethnicity and socio-economic status on the development of culture.

Connecticut Standards (CCSS) literacy strands:

Reading

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later one or simply preceded them.
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
5. Analyze how a text uses structure to emphasize key points or advance an explanation for analysis.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
7. Integrate quantitative or technical analysis. (e.g., charts, research data)with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.
10. By the end of grade ten, read and comprehend history/social studies texts in the grades nine and ten complexity band independently and proficiency.

Writing

1. Write arguments focused on discipline-specific content.
 - a. Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among the claims, counterclaims, reasons, and evidence.
 - b. Develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major section of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and

- conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events.
 - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline in which they are writing.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).
 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach, focusing on addressing what is most significant for a specific purpose and audience.
 6. Use technology, including the internet to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
 9. Draw evidence from informational texts to support analysis, reflection, and research.
 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Focus Questions:

1. How did the new technological advancements of the decade impact American culture?
2. How did the arts and entertainment reflect the culture of the 1920s?
3. What political changes of the 1920s influenced the formation of modern society?

Resources:

Bowling, Beatniks, and Bell-Bottoms

ABC Clio Pop Culture

TCI: History Alive Chapter 28 “The Roaring Twenties” Notebook Guide and Experiential Exercise.

Audio: “Charleston”

Mencken H. L. “Among the Believers.” *Eyewitness to America*. New York: Vintage, 1998. 400-404. Print.

Vocabulary:

1. Flapper
2. Jazz Age
3. Roaring Twenties
4. The “Dry Decade”
5. Buying on margin
6. Speakeasy
7. Prohibition
8. Harlem Renaissance
9. Jim Crow
10. Suffrage

Topics of Coverage:	Standards Addressed:
<p>Technology</p> <ul style="list-style-type: none"> • Economics (stocks, consumer spending, credit) • Automobile (Model T) • Commercial Radio (National Broadcasting, radio shows) <p>Arts and Entertainment</p> <ul style="list-style-type: none"> • Literature (<i>The Great Gatsby</i>) • Fine and Modern Art – Art Deco, architecture • Music – Jazz Age • The Harlem Renaissance • Fashion • Dance • Motion pictures • Organized Sports • Food and Drink <p>Politics and Society</p> <ul style="list-style-type: none"> • Women’s Suffrage Movement • Prohibition • Jim Crow Laws <p>Geography (Regional demographics)</p> <ul style="list-style-type: none"> • Harlem Renaissance <p><u>Suggested Activities</u></p> <ul style="list-style-type: none"> • Timeline Activity • Warm up and Exit ticket • Primary source reading – <i>War of the Worlds</i> • Secondary source reading • Vocabulary activity – using OED students will find words introduced in the decade • Lifestyle costs analysis • Great Depression simulation • Pick a side academic discourse with movement • Socratic Seminar • Gallery Walk Activity • Recipe of the decade- What food defines the decade? 	<p>1.1-7 Compare and contrast various American beliefs, values, and political ideologies. (<i>Civics and History</i>)</p> <p>1.1-11 Analyze the impact of technology and scientific discovery on American society (<i>History and Economics</i>)</p> <p>1.1-12 Analyze how the arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity. (<i>History and Geography</i>)</p> <p>1.1-13 Evaluate the role and impact that significant individuals have had on historical events. (<i>History, Civics, Economics and Geography</i>)</p> <p>1.8- 41. Analyze laws that have been modified to meet society’s changing values and needs. (<i>Civics</i>)</p> <p>1.9 – 46 Investigate how individuals or groups have worked to expand or limit citizen’s rights in the U.S. (<i>History and Civics</i>)</p> <p>1.13 – 59. Demonstrate the importance of viewing a culture through a variety of perspectives (<i>History</i>)</p> <p>1.13 -62 Analyze the impact of family, religion, gender, ethnicity and socio-economic status on the development of culture. (<i>Economics, Geography</i>)</p> <p><u>Common Core Standards</u> CCSS.R.-1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.R-4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of</p>

	<p>history/social science.</p> <p>CCSS.R- 9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>CCSS.W.1 Write arguments focused on discipline-specific content.</p> <p>CCSS.W.2 Write informative/explanatory texts, including the narration of historical events.</p> <p>CCSS.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>CCSS W- 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.W- 9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
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Subject(s)	Social Studies
Grade/Course	20 th Century Pop Culture/11 th & 12 th Elective
Unit of Study	1930s:The Great Depression Disrupts America
Unit Type(s)	<input type="checkbox"/> Topical X Skills-based X Thematic
Pacing	2-3 Days
Categorizing Framework Standards	The Four Disciplines: History, Civics, Economics and Geography

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Focus Questions:

1. How did the new technological advancements of the decade impact American culture?
2. How did the arts and entertainment reflect the culture of the 1930s?
3. What political and economic changes of the 1930s influenced the formation of modern society?
4. What does the superhero genre tell us about American ideals and values over time?

Resources:

Bowling, Beatniks, and Bell-Bottoms

ABC Clio Pop Culture

Great Depression Simulation

War of the Worlds- Radio transmission

Houseman, John. "The War of the Worlds." *Eyewitness to America*. New York: Vintage, 1998. 451-455. Print.

Vocabulary:

1. Dust Bowl
2. Hooverilles
3. Black Tuesday
4. The New Deal
5. Juke Joint
6. Streamlining
7. Soap Opera
8. Fireside chats
9. Superhero
10. Golden Age

Topics of Coverage:	Standards Addressed:
<p>Technology</p> <ul style="list-style-type: none"> • Engineering Projects (Hoover Dam and Empire State Building) • Golden Age of Cinema and Radio • Kitchen and the Home <p>Arts and Entertainment</p> <ul style="list-style-type: none"> • Print Literature-Comics and Magazines • Fine and Modern Art • Advertisement • Architecture – skyscrapers • Music – Jukeboxes • Fashion (Nylons) • Dance- Swing • Motion Pictures- Hollywood • Organized Sports • Food and Drink • Drive-ins <p>Politics and Society</p> <ul style="list-style-type: none"> • Great Depression • The New Deal <p>Geography (Regional demographics)</p> <ul style="list-style-type: none"> • Dust Bowl <p><u>Suggested Activities</u></p> <ul style="list-style-type: none"> • Timeline Activity • Warm up and Exit ticket • Primary source reading – <i>War of the Worlds</i> • Secondary source reading • Vocabulary activity – using OED students will find words introduced in the decade • Lifestyle costs analysis • Great Depression simulation • Pick a side academic discourse with movement • Socratic Seminar • Recipe of the decade- What food defines the decade? 	<p>1.1 -7 Compare and contrast various American beliefs, values, and political ideologies. (<i>History, Civics</i>)</p> <ul style="list-style-type: none"> – 11 Analyze the impact of technology and scientific discovery on American society. (<i>History, Economics</i>) – 12 Analyze how the arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity. (<i>History, Economics</i>) <p>1.5 – 32 Analyze how a specific environment has influenced historical developments in a region or nation of the world. (<i>Geography, Economics</i>)</p> <p>1.10 – 50 Analyze how the abundance or scarcity of resources affects the nation and the individual. (<i>Economics, History, Geography</i>)</p> <p>1.13 – 62 Analyze the impact of family, religion, gender, ethnicity and socio-economic status on the development of culture. (<i>Civics, Economics</i>)</p> <p><u>Common Core Standards</u></p> <p>CCSS.R.-1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.R-4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CCSS.R- 9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>CCSS.W.1 Write arguments focused on discipline-specific content.</p>

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Subject(s)	Social Studies
Grade/Course	20 th Century Pop Culture/11 th & 12 th Elective
Unit of Study	1940s:The Pivotal Decade
Unit Type(s)	<input type="checkbox"/> Topical X Skills-based X Thematic
Pacing	2-3 Days
Categorizing Framework Standards	The Four Disciplines: History, Civics, Economics and Geography

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Focus Questions:

1. How did the rise of the middle class shape American culture?
2. How did the arts and entertainment reflect the culture of the 1940s?
3. How did new technology affect the culture of the 1940s?
4. What were the political implications of the post War era?

Resources:

Bowling, Beatniks, and Bell-Bottoms

ABC Clio Pop Culture

Connecticut Explored: Rationing in WWII activity:

<http://connecticutexplored.org/wordpress/wp-content/uploads/2009/06/Rationing-Lesson-Plan-DF1.pdf>

Giles, Nell. "The Homefront." *Eyewitness to America*. New York: Vintage, 1998. 472-475. Print.

Vocabulary:

1. Suburbs
2. Cold War
3. Baby boom
4. TVs
5. G.I. Bill
6. Pin-up girl
7. Rations
8. Internment
9. Terrorism
10. Iron Curtain

Topics of Coverage:	Standards Addressed:
<p>Geography (Regional demographics)</p> <ul style="list-style-type: none"> • Suburbia-Levittown • Pearl Harbor and WWII • Las Vegas <p>Arts and Entertainment</p> <ul style="list-style-type: none"> • Print Literature-Archie Comics and Seventeen Magazine • Fine and Modern Art • Advertisement • Music – Pop music and R&B • Fashion- bobbysocks and zoot suits • Dance- USOs • Film and Theater- Disney and It’s a Wonderful Life • Organized Sports- Bowling, NBA and Jackie Robinson • Food and Drink – Dunkin Donuts and M&Ms • TV and Radio- Bugs Bunny and Howdy Doody • New York World’s Fair <p>Technology and the Economy</p> <ul style="list-style-type: none"> • Rosie the Riveter • Hollywood • Liberty Bonds • Nuclear weapons • Consumer culture • Baby boom • Tupperware <p>Politics and Society</p> <ul style="list-style-type: none"> • Advertisement- War Advertising Council • Death of FDR- New President • Rationing • Foreign Relations (Soviet Union) • Japanese Internment <p><u>Suggested Activities</u></p> <ul style="list-style-type: none"> • Timeline Activity • Warm up and Exit ticket • Primary source reading – “The Homefront” 	<p>1.1– 11 Analyze the impact of technology and scientific discovery on American society. (<i>History, Economics, Geography</i>)</p> <p>1.1 -12 Analyze how the arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity. (<i>History, Economics</i>)</p> <p>1.4 - 30 Explain how technological developments have changed our perception and understanding of location and space in the modern world. (<i>Geography, History</i>)</p> <p>1.9 – 46 Investigate how individuals or groups have worked to expand or limit citizen’s rights in the U.S. (<i>Civics</i>)</p> <p>1.13 – 62 Analyze the impact of family, religion, gender, ethnicity and socio-economic status on the development of culture. (<i>History, Economics</i>)</p> <p><u>Common Core Standards</u></p> <p>CCSS.R.-1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.R-4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CCSS.R- 9 Compare and contrast</p>

<ul style="list-style-type: none"> • Secondary source reading • Vocabulary activity – using OED students will find words introduced in the decade • Lifestyle costs analysis • Pick a side academic discourse with movement • Socratic Seminar • WWII Rationing Activity • Japanese Internment simulation • Recipe of the decade- What food defines the decade? 	<p>treatments of the same topic in several primary and secondary sources.</p> <p>CCSS.W.1 Write arguments focused on discipline-specific content.</p> <p>CCSS.W.2 Write informative/explanatory texts, including the narration of historical events.</p> <p>CCSS.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>CCSS W- 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.W- 9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
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Subject(s)	Social Studies
Grade/Course	20 th Century Pop Culture/11 th & 12 th Elective
Unit of Study	1950s: Social Change in a Decade of Conformity
Unit Type(s)	<input type="checkbox"/> Topical X Skills-based X Thematic
Pacing	4-5 Days
Categorizing Framework Standards	The Four Disciplines: History, Civics, Economics and Geography

CT State Framework Standards:
<p>1.1 Significant events and themes in United States history</p> <p>3. Analyze the evolution of citizen’s rights.</p> <p>7. Compare and contrast various American beliefs, values, and political ideologies.</p> <p>10. Assess the significance of the evolving heterogeneity of American society.</p> <p>11. Analyze the impact of technology and scientific discovery on American society.</p> <p>12. Analyze how the arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity.</p> <p>13. Evaluate the role and impact that significant individuals have had on historical events.</p> <p>1.4 The geographical space and place</p> <p>30. Explain how technological developments have changed our perception and understanding of location and space in the modern world.</p> <p>1.5 Interaction of humans and the environment</p> <p>32. Analyze how a specific environment has influenced historical developments in a region or nation of the world.</p> <p>1.8 Interactions between citizens and their government in the making and implementation of laws</p> <p>41. Analyze laws that have been modified to meet society’s changing values and needs</p> <p>1.9 The rights and responsibilities of citizens</p> <p>46. Investigate how individuals or groups have worked to expand or limit citizen’s rights in the U.S.</p> <p>1.10 How limited resources influence economic decisions</p>

50. Analyze how the abundance or scarcity of resources affects the nation and the individual.

1.13 The characteristics of and interactions among culture, social systems and institutions

59. Demonstrate the importance of viewing a culture through a variety of perspectives

62. Analyze the impact of family, religion, gender, ethnicity and socio-economic status on the development of culture.

Connecticut Standards (CCSS) literacy strands:

Reading

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later one or simply preceded them.
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
5. Analyze how a text uses structure to emphasize key points or advance an explanation for analysis.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
7. Integrate quantitative or technical analysis. (e.g., charts, research data)with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.
 10. By the end of grade ten, read and comprehend history/social studies texts in the grades nine and ten complexity band independently and proficiency.

Writing

1. Write arguments focused on discipline-specific content.
 - a. Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among the claims, counterclaims, reasons, and evidence.
 - b. Develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major section of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
 2. Write informative/explanatory texts, including the narration of historical events.
 - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline in which they are writing.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the internet to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Focus Questions:

1. How did the arts and entertainment reflect the culture of the 1950s?
2. In what ways did new technology affect the culture of the 1950s?
3. How did the political instability of the decade shape American culture?

Resources:

Bowling, Beatniks, and Bell-Bottoms

ABC Clio Pop Culture

1950s Simulation addressing popular culture- conformity

“Take Me Back to the 1950s” article

Yothers, Jean. “Elvis.” *Eyewitness to America*.

Morin, Relman. “First Day of School in Little Rock.” *Eyewitness to America*.

Leave it to Beaver clips

Vocabulary:

1. Conformity
2. Blacklisting
3. McCarthyism
4. Red Scare
5. Containment
6. Fall-out shelters
7. HUAC
8. Sit-ins
9. Space Race
10. Consumerism

Topics of Coverage:	Standards Addressed:
<p>Politics and Conformity Culture</p> <ul style="list-style-type: none"> • Red Scare-Blacklisting- McCarthy Trials (HUAC) • Korean War • Duck and Cover- Bomb shelters • Civil Rights Movement heats up- Brown v. BOE • NASA • Alaska and Hawaii - statehood • TV shows- I Love Lucy and Leave it to Beaver • American Bandstand and Ed Sullivan Show • Game shows • The Pill <p>Arts and Entertainment</p> <ul style="list-style-type: none"> • Print Literature-MAD, Playboy and TV Guide • Fine Arts • Literature- Catcher in the Rye • Rock and Roll- Elvis, Sinatra and Motown • Fashion- Velcro and Levi's jeans • Amusement Parks • Movies- Lady and the Tramp • Organized Sports- Sports Illustrated • Food and Drink • TV- Ozzie and Harriet • Musicals- West Side Story <p>Consumerism and Advertising</p> <ul style="list-style-type: none"> • Credit Cards • Road Trips/Vacations • Color Television • IBM – first computer • Malls • Barbie • Timex • Volkswagen Beetle • Burger King • McDonalds • TV diners 	<p>1.1 -3. Analyze the evolution of citizen's rights. (<i>History and Civics</i>)</p> <ul style="list-style-type: none"> - 10. Assess the significance of the evolving heterogeneity of American society. - 11. Analyze the impact of technology and scientific discovery on American society. - 12. Analyze how the arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity. <p>1.8 - 41. Analyze laws that have been modified to meet society's changing values and needs (<i>Civics</i>)</p> <p>1.9 - 46. Investigate how individuals or groups have worked to expand or limit citizen's rights in the U.S. (<i>Civics and History</i>)</p> <p>1.10- 50. Analyze how the abundance or scarcity of resources affects the nation and the individual (<i>Economics</i>).</p> <p>1.13- 62. Analyze the impact of family, religion, gender, ethnicity and socio-economic status on the development of culture (<i>History, Geography and Economics.</i>)</p> <p><u>Common Core Standards</u></p> <p>CCSS.R.-1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>

Suggested Activities

- Timeline Activity
- Warm up and Exit Tickets
- Primary source analysis – Leave it to Beaver clips
- Secondary source reading – Eyewitness to America readings and “Take me back to the 1950s” article.
- Vocabulary activity – using OED students will find words introduced in the decade
- Lifestyle costs analysis
- 1950s Simulation
- Socratic Seminar
- Pick a side academic discourse with movement
- Dot Game
- American Dream Diorama project
- Recipe of the decade- What food defines the decade?

CCSS.R-4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.R- 9 Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.W.1 Write arguments focused on discipline-specific content.

CCSS.W.2 Write informative/explanatory texts, including the narration of historical events.

CCSS.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

CCSS W- 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.W- 9 Draw evidence from informational texts to support analysis, reflection, and research.

Subject(s)	Social Studies
Grade/Course	20 th Century Pop Culture/11 th & 12 th Elective
Unit of Study	1960s: Swingin' Sixties
Unit Type(s)	<input type="checkbox"/> Topical X Skills-based X Thematic
Pacing	4-5 Days
Categorizing Framework Standards	The "Four Disciplines": History, Civics, Economics and Geography

CT State Framework Standards:
<p>1.1 Significant events and themes in United States history</p> <p>3. Analyze the evolution of citizen's rights.</p> <p>7. Compare and contrast various American beliefs, values, and political ideologies.</p> <p>10. Assess the significance of the evolving heterogeneity of American society.</p> <p>11. Analyze the impact of technology and scientific discovery on American society.</p> <p>12. Analyze how the arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity.</p> <p>13. Evaluate the role and impact that significant individuals have had on historical events.</p> <p>1.4 The geographical space and place</p> <p>30. Explain how technological developments have changed our perception and understanding of location and space in the modern world.</p> <p>1.5 Interaction of humans and the environment</p> <p>32. Analyze how a specific environment has influenced historical developments in a region or nation of the world.</p> <p>1.8 Interactions between citizens and their government in the making and implementation of laws</p> <p>41. Analyze laws that have been modified to meet society's changing values and needs</p> <p>1.9 The rights and responsibilities of citizens</p> <p>46. Investigate how individuals or groups have worked to expand or limit citizen's rights in the U.S.</p> <p>1.10 How limited resources influence economic decisions</p>

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59. Demonstrate the importance of viewing a culture through a variety of perspectives

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Connecticut Standards (CCSS) literacy strands:

Reading

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6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
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8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.
10. By the end of grade ten, read and comprehend history/social studies texts in the grades nine and ten complexity band independently and proficiency.

Writing

1. Write arguments focused on discipline-specific content.
 - a. Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among the claims, counterclaims, reasons, and evidence.
 - b. Develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major section of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
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8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Focus Questions:

1. How did the social movements of the 1960s serve as the catalyst for modern society?
2. How did the political activism of the 1960s shape foreign and domestic policy?
3. In what ways did the arts and entertainment of the 1960's change American society?
4. When did Americans' obsession with celebrity truly begin?

Resources:

Bowling, Beatniks, and Bell-Bottoms

ABC Clio Pop Culture

Rock and Roll Hall of fame- Lesson Plan

“Stonewall” and “Woodstock” articles from *Eyewitness to America*

Vocabulary:

1. Black Power
2. Generation Gap
3. Communes
4. Sexual Revolution
5. Pop Art
6. Feminism
7. Counterculture
8. Hotline

Topics of Coverage:	Standards Addressed:
<p>Social Movements</p> <ul style="list-style-type: none"> • Civil Rights Movement- Black Power • Feminism • Counterculture- Hippies and Charles Manson • Generation Gap • Sexual Revolution- LGBT • American Indian Movement • Anti-War movement <p>Arts and Entertainment</p> <ul style="list-style-type: none"> • Print Literature- Cosmopolitan • Fine and Modern Art- Andy Warhol (Pop Art), LOVE, “Make love, not war” • Literature- TKMB • Rock and Roll- Beatles and Bob Dylan • Fashion- Jackie Kennedy, Bell-bottoms, Doc Martens, Mary Kay, Mini Skirts, and wide ties • Movies- Psycho (Horror), Mary Poppins, Dr. Strangelove • Organized Sports- Muhammad Ali, Evel Knievel and Twister • Food and Drink- Julia Child • TV- The Beverly Hillbillies • Musicals- HAIR • Woodstock- Music and Counterculture • Cars- Mustang • Products- Coca Cola, Pepsi, Wal-Mart, Kmart, Budweiser, GAP and Nike <p>Political Activism</p> <ul style="list-style-type: none"> • Bay of Pigs • Cuban Missile Crisis • Vietnam War • Hotline • JFK, MLK and RFK assassinations <p><u>Suggested Activities</u></p> <ul style="list-style-type: none"> • Timeline Activity • Warm up and Exit Tickets • Primary source analysis – 	<p>1.1-7 Compare and contrast various American beliefs, values, and political ideologies. (<i>Civics and History</i>)</p> <p>1.1– 10 Asses the significance of the evolving heterogeneity of American society. (<i>Civics, Economics, Geography</i>)</p> <p>1.1-11 Analyze the impact of technology and scientific discovery on American society (<i>History and Economics</i>)</p> <p>1.1-12 Analyze how the arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity. (<i>History, Economics, Geography</i>)</p> <p>1.8- 41. Analyze laws that have been modified to meet society’s changing values and needs. (<i>Civics, History</i>)</p> <p>1.9 – 46 Investigate how individuals or groups have worked to expand or limit citizen’s rights in the U.S. (<i>History, Civics</i>)</p> <p>1.13 – 59. Demonstrate the importance of viewing a culture through a variety of perspectives (<i>History</i>)</p> <p>1.13 -62 Analyze the impact of family, religion, gender, ethnicity and socio-economic status on the development of culture. (<i>Economics, Geography, History, Civics</i>)</p> <p><u>Common Core Standards</u></p> <p>CCSS.R.-1 Cite specific textual evidence to support analysis of primary and secondary sources,</p>

<ul style="list-style-type: none"> • Secondary source reading – Eyewitness to America readings • Vocabulary activity – using OED students will find words introduced in the decade • Lifestyle costs analysis • Pick a side academic discourse with movement • Gallery Walk- Woodstock • Rock n Roll Hall of Fame music lesson • Socratic Seminar • Press Conference activity • Recipe of the decade- What food defines the decade? 	<p>attending to such features as the date and origin of the information.</p> <p>CCSS.R-4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CCSS.R- 9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>CCSS.W.1 Write arguments focused on discipline-specific content.</p> <p>CCSS.W.2 Write informative/explanatory texts, including the narration of historical events.</p> <p>CCSS.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>CCSS W- 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.W- 9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
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Subject(s)	Social Studies
Grade/Course	20 th Century Pop Culture/11 th & 12 th Elective
Unit of Study	1970's: The Me Decade
Unit Type(s)	<input type="checkbox"/> Topical X Skills-based X Thematic
Pacing	4-5 Days
Categorizing Framework Standards	The "Four Disciplines": History, Civics, Economics and Geography

CT State Framework Standards:	
1.1 Significant events and themes in United States history	<p>3. Analyze the evolution of citizen's rights.</p> <p>7. Compare and contrast various American beliefs, values, and political ideologies.</p> <p>10. Assess the significance of the evolving heterogeneity of American society.</p> <p>11. Analyze the impact of technology and scientific discovery on American society.</p> <p>12. Analyze how the arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity.</p> <p>13. Evaluate the role and impact that significant individuals have had on historical events.</p>
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9. Draw evidence from informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Focus Questions:

1. In what ways did the growing disillusionment of the 1970's lead to diminished civic engagement and rising individuality?
2. What caused Americans to challenge the integrity of America's political institutions of the 1970's?
3. In what ways did the arts and entertainment of the 1970's change American society?
4. Which pop culture phenomenon best represents the 1970's?

Resources:

Bowling, Beatniks, and Bell-Bottoms

ABC Clio Pop Culture

Smithsonian Pop Culture trends of the 1970s poster and playlist assignment

All In The Family clips

Saturday Night Fever Clips

VH1 Rock Docs: NY77: The Coolest Year in Hell- Music

"Warhol's World" *Eyewitness to America*

Vocabulary:

1. Factionalize
2. Funkadelic
3. Herstory
4. Cult
5. Micro-society (commune)
6. Black September
7. Streaking
8. Punk
9. Bicentennial
10. Watergate

Topics of Coverage:	Standards Addressed:
<p>Political Disillusionment and the Me Decade</p> <ul style="list-style-type: none"> • Watergate • Roe v. Wade • Iranian Hostage Crisis • Equal Rights Amendment- Feminism • Gay Liberation Movement- Stonewall Riots Greenwich Village • Love Canal – EPA, Clean Air Act 1970, Earth Day • Kent State Massacre <p>Arts and Entertainment</p> <ul style="list-style-type: none"> • Print Literature- People • Fine and Modern Art • Literature- All the President’s Men, The Joy of Sex • Rock and Roll, Heavy Metal, Punk and Disco- Jackson 5, KISS, Rolling Stones, Marvin Gaye, Sex Pistols • Movies- The Godfather, the Exorcist, Jaws, Star Wars • Organized Sports- Billie Jean King, Aerobics, Atari, Hackey Sack, Monday Night Football • TV- All in the Family, MASH, Brady Bunch, Watergate hearings, ESPN, SNL, Sesame Street • Modern Art <p>Lifestyle Trends</p> <ul style="list-style-type: none"> • Fads • Fashion - Hot Pants, Leisure Suits, Platform shoes, Streaking and Mood Rings • Communes and Cults • Marriage and divorce • Disco • Streaking • Food and drink – fondue, Julia Childs, deviled eggs, Jiffy Pop, Hormel Chili, Peter Pan peanut butter, KFC • Products- Walkman, Apple Computer, Chia Pets, Pet Rocks, Smiley face, Tanning 	<p>1.1-7 Compare and contrast various American beliefs, values, and political ideologies. (<i>Civics and History</i>)</p> <p>1.1-12 Analyze how the arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity. (<i>History and Geography</i>)</p> <p>1.1-13 Evaluate the role and impact that significant individuals have had on historical events. (<i>Civics, History</i>)</p> <p>1.8- 41. Analyze laws that have been modified to meet society’s changing values and needs. (<i>Civics, Economics</i>)</p> <p>1.9 – 46 Investigate how individuals or groups have worked to expand or limit citizen’s rights in the U.S. (<i>Economics, Civics</i>)</p> <p>1.10-50 Analyze how the abundance or scarcity of resources affects the nation and the individual. (<i>Civics, Economics</i>)</p> <p>1.13 – 59. Demonstrate the importance of viewing a culture through a variety of perspectives (<i>History</i>)</p> <p>1.13 -62 Analyze the impact of family, religion, gender, ethnicity and socio-economic status on the development of culture. (<i>Economics, Geography</i>)</p>

Suggested Activities

- Timeline Activity
- Warm up and Exit Tickets
- Primary source analysis – *All in the Family* and *Saturday Night Fever* clips
- Secondary source reading – Eyewitness to America readings
- Vocabulary activity – using OED students will find words introduced in the decade
- Lifestyle costs analysis
- Pick a side academic discourse with movement
- Gallery Walk
- Socratic Seminar
- Press Conference activity
- Smithsonian Pop Culture trends of the 1970s poster and playlist assignment
- VH1 Rock Docs: NY77: The Coolest Year in Hell- Music
- Recipe of the decade- What food defines the decade?

Common Core Standards

CCSS.R.-1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.R-4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.R- 9 Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.W.1 Write arguments focused on discipline-specific content.

CCSS.W.2 Write informative/explanatory texts, including the narration of historical events.

CCSS.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

CCSS W- 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

	CCSS.W- 9 Draw evidence from informational texts to support analysis, reflection, and research.
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Subject(s)	Social Studies
Grade/Course	20 th Century Pop Culture/11 th & 12 th Elective
Unit of Study	1980's: The BIG '80s
Unit Type(s)	<input type="checkbox"/> Topical X Skills-based X Thematic
Pacing	4-5 Days
Categorizing Framework Standards	The Four Disciplines: History, Civics, Economics and Geography

CT State Framework Standards:
<p>1.1 Significant events and themes in United States history</p> <p>3. Analyze the evolution of citizen's rights.</p> <p>7. Compare and contrast various American beliefs, values, and political ideologies.</p> <p>10. Assess the significance of the evolving heterogeneity of American society.</p> <p>11. Analyze the impact of technology and scientific discovery on American society.</p> <p>12. Analyze how the arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity.</p> <p>13. Evaluate the role and impact that significant individuals have had on historical events.</p> <p>1.4 The geographical space and place</p> <p>30. Explain how technological developments have changed our perception and understanding of location and space in the modern world.</p> <p>1.5 Interaction of humans and the environment</p> <p>32. Analyze how a specific environment has influenced historical developments in a region or nation of the world.</p> <p>1.8 Interactions between citizens and their government in the making and implementation of laws</p> <p>41. Analyze laws that have been modified to meet society's changing values and needs</p> <p>1.9 The rights and responsibilities of citizens</p> <p>46. Investigate how individuals or groups have worked to expand or limit citizen's rights in the U.S.</p> <p>1.10 How limited resources influence economic decisions</p>

50. Analyze how the abundance or scarcity of resources affects the nation and the individual.

1.13 The characteristics of and interactions among culture, social systems and institutions

59. Demonstrate the importance of viewing a culture through a variety of perspectives

62. Analyze the impact of family, religion, gender, ethnicity and socio-economic status on the development of culture.

Connecticut Standards (CCSS) literacy strands:

Reading

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later one or simply preceded them.
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
5. Analyze how a text uses structure to emphasize key points or advance an explanation for analysis.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
7. Integrate quantitative or technical analysis. (e.g., charts, research data)with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.
11. By the end of grade ten, read and comprehend history/social studies texts in the grades nine and ten complexity band independently and proficiency.

Writing

1. Write arguments focused on discipline-specific content.
 - a. Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among the claims, counterclaims, reasons, and evidence.
 - b. Develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major section of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events.
 - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline in which they are writing.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the internet to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Focus Questions:

1. Were the 1980s unfairly stereotyped as the “Material Decade”?
2. How did the Reagan administration shape domestic and foreign policy?
3. How did the 1980s redefine the American family?
4. In what ways did the arts and entertainment of the 1980’s change American society?

Resources:

Bowling, Beatniks, and Bell-Bottoms

ABC Clio Pop Culture

How the Cosby show spoke to race and class in ‘80s America

<http://www.avclub/article/how-emthe-cosby-showem-spoke-to-race-and-class-in--87848>

<http://www.history.com/topics/1980s>

Media Smarts- The Evolution of the Rock Video- MTV history lesson

Mediasmarts.ca/sites/default/files/pdfs/lessonpla/Lesson_Popular_Music_Music_Videos.pdf

“Social Mobility In Reagan-Era Teen Films: From Inaugural Optimism to the Invention of Generation X” – Americanpopculture.com

AIDS: A Pop Culture History video

Vocabulary:

1. Junk Bonds
2. Generation X
3. Reaganomics
4. Anti-Communism
5. Conservatism
6. Conspicuous Consumption
7. Preppy
8. Supermodel
9. AIDS
10. Gothic(Goth)

Topics of Coverage:	Standards Addressed:
<p>Prosperity and Conspicuous Consumption</p> <ul style="list-style-type: none"> • Wall Street-“Greed is good” • Home Shopping Network (HSN) • Yuppies • Compact Discs, Walkman • Personal Computers: Apple v. IBM • Cabbage Patch Kids • Space Program- <i>Columbia and Challenger</i> <p>Arts and Entertainment</p> <ul style="list-style-type: none"> • Print Literature- The Far Side cartoons, Rolling Stone, USA Today • Fine and Modern Art • Fashion- Madonna “look” • Music- Heavy Metal (Hair bands), Rap and Hip Hop, New Kids on the Block, Run DMC • Movies- ET, Philadelphia • Organized Sports- • TV- Cheers, Cosby Show, David Letterman, The Simpsons, CNN, MTV, Muppets • Video Games- Pac-man, Atari, <p>Domestic and Foreign Policy</p> <ul style="list-style-type: none"> • AIDS- Conservative domestic policy and public awareness (Ryan White and Live Aid) • Reaganomics • Final Curtain comes down-Reagan Doctrine • Iran Contra • Grenada • Chernobyl- Soviet Union • <i>Exxon Valdez</i> oil spill <p>The American Family</p> <ul style="list-style-type: none"> • Family Farming • Divorce and Poverty • Women equality in the workplace- Bennett Amendment and First woman justice of Supreme Court • Mini-Vans • Test-tube babies- Elizabeth Carr • Drugs • Gangs • Goth culture • Exercise culture- Richard Simmons, Let’s Get 	<p>1.1- 7. Compare and contrast various American beliefs, values, and political ideologies. <i>(History and Civics)</i></p> <ul style="list-style-type: none"> - 10. Assess the significance of the evolving heterogeneity of American society. <i>(History, Geography and Economics)</i> - 11. Analyze the impact of technology and scientific discovery on American society. <i>(History, Economics, Geography)</i> - 12. Analyze how the arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity. <i>(History, Geography, Economics)</i> - 13. Evaluate the role and impact that significant individuals have had on historical events. <i>(History)</i> <p>1.5- 32. Analyze how a specific environment has influenced historical developments in a region or nation of the world. <i>(Geography and History)</i></p> <p>1.10- 50. Analyze how the abundance or scarcity of resources affects the nation and the individual. <i>(Geography, Economics, History)</i></p> <p>1.13- 59. Demonstrate the importance of viewing a culture through a variety of perspectives <i>(History)</i></p> <ul style="list-style-type: none"> - 62. Analyze the impact of

Physical

- Food and Drink: Where's the Beef?, Cereal advertisements, Ecto-Cooler

Suggested Activities

- Timeline Activity
- Warm up and Exit Tickets
- Primary source analysis –
- Secondary source reading – Eyewitness to America readings and “Social Mobility In Reagan-Era Teen Films: From Inaugural Optimism to the Invention of Generation X”
- Vocabulary activity – using OED students will find words introduced in the decade
- Lifestyle costs analysis
- Pick a side academic discourse with movement
- Gallery Walk
- Socratic Seminar
- Press Conference activity
- How the Cosby show spoke to race and class in '80s America analysis
- The Evolution of the Rock Video- MTV history lesson
- AIDS: A Pop Culture History video
- Recipe of the decade- What food defines the decade?

family, religion, gender, ethnicity and socio-economic status on the development of culture. (*History, Geography and Economics*)

Common Core Standards

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each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.W- 9 Draw evidence from informational texts to support analysis, reflection, and research.

Subject(s)	Social Studies
Grade/Course	20 th Century Pop Culture/11 th & 12 th Elective
Unit of Study	1990's: The Decade America Went Digital
Unit Type(s)	<input type="checkbox"/> Topical X Skills-based X Thematic
Pacing	4-5 Days
Categorizing Framework Standards	The Four Disciplines: History, Civics, Economics and Geography

CT State Framework Standards:
<p>1.1 Significant events and themes in United States history</p> <p>3. Analyze the evolution of citizen's rights.</p> <p>7. Compare and contrast various American beliefs, values, and political ideologies.</p> <p>10. Assess the significance of the evolving heterogeneity of American society.</p> <p>11. Analyze the impact of technology and scientific discovery on American society.</p> <p>12. Analyze how the arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity.</p> <p>13. Evaluate the role and impact that significant individuals have had on historical events.</p> <p>1.4 The geographical space and place</p> <p>30. Explain how technological developments have changed our perception and understanding of location and space in the modern world.</p> <p>1.5 Interaction of humans and the environment</p> <p>32. Analyze how a specific environment has influenced historical developments in a region or nation of the world.</p> <p>1.8 Interactions between citizens and their government in the making and implementation of laws</p> <p>41. Analyze laws that have been modified to meet society's changing values and needs</p> <p>1.9 The rights and responsibilities of citizens</p> <p>46. Investigate how individuals or groups have worked to expand or limit citizen's rights in the U.S.</p>

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Connecticut Standards (CCSS) literacy strands:

Reading

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9. Compare and contrast treatments of the same topic in several primary and secondary sources.
10. By the end of grade ten, read and comprehend history/social studies texts in the grades nine and ten complexity band independently and proficiency.

Writing

1. Write arguments focused on discipline-specific content.
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 - b. Develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
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 - d. Establish and maintain a formal style and objective tone while attending to the norms and

- conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events.
 - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
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 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline in which they are writing.
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 9. Draw evidence from informational texts to support analysis, reflection, and research.
 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Focus Questions:

1. How did television portray the '90s American family and values?
2. How did the Presidencies of the '90s shape domestic and foreign policy?
3. In what ways did the 1990's become a kaleidoscope reflection of previous decades?
4. How did Americans use of technology create an enhanced lifestyle?

Resources:

Bowling, Beatniks, and Bell-Bottoms

ABC Clio Pop Culture

A Cultural History of the United States: 1990s

Clueless movie clips – The 1990s pop culture and teen slang, as seen through the Clueless eyes (dissolve.com article)

<http://www.history.salempress.com>- The Nineties in America

What does *The Simpsons* tell us about 1990s America? - *The Simpsons* clips

Do black sitcoms perpetuate racial stereotypes? - *The Cosby Show*, *The Jefferson's*, *Martin*, and *Moesha* clips

Seabrook, John. "Getting Wired Email From Bill." *Eyewitness to America*. New York: Vintage, 1998. 647-650. Print.

Vocabulary:

1. Grunge
2. Alternative Rock
3. Ethnic Cleansing
4. WWW- World Wide Web
5. Chat rooms
6. Chain emails
7. Instant Messenger "IM"
8. Website
9. GPS- Global Positioning System
10. Cloning
11. Raves
12. Branch Davidian cult

Topics of Coverage:	Standards Addressed:
<p>'90s Domestic and Foreign Affairs</p> <ul style="list-style-type: none"> • Operation Desert Storm/Shield- Saddam Hussein • Y2K • Columbine • Oklahoma City Bombings • Waco • MTV- Rock the Vote • World Trade Center Bombings • “Going Postal” • Yugoslavia- Kosovo and Serbia intervention • Nelson Mandela- free from prison • South Africa- holds first free elections • Yitzhak Rabin assassination • Rwandan Genocide • <p>Arts and Entertainment</p> <ul style="list-style-type: none"> • Print Literature- Harry Potter Series begins • Fine and Modern Art • Music-Nirvana, Lollapalooza, Lilith Fair, Smashing Pumpkins, Tejano, Raves, Green Day • Movies- Titanic, Forrest Gump, Scream, Toy Story • Sports- Extreme Sports, X-Games, Michael Jordan, Tiger Woods • TV- Friends, Beavis and Butthead, Seinfeld, Barney and Friends, Beverly Hills 90210, Baywatch, E.R., The Real World, Dawson’s Creek • Toys and Games: Beanie Babies, Pokémon, Nintendo, Game Boy • Food and Drink: Crystal Pepsi, Bubble Tape, Lunchables <p>Lifestyle and Changing Family Values</p> <ul style="list-style-type: none"> • OJ Simpson • Rodney King- LA riots • Princess Diana • Technology: internet café, World Wide Web, Email, AOL, cell phones • Fertility drugs • Cloning- Dolly 	<p>1.1 - 7. Compare and contrast various American beliefs, values, and political ideologies. <i>(History, civics and economics)</i></p> <ul style="list-style-type: none"> - 10. Assess the significance of the evolving heterogeneity of American society. <i>(History)</i> - 11. Analyze the impact of technology and scientific discovery on American society. <i>(History and Economics)</i> - 12. Analyze how the arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity. <i>(History)</i> - 13. Evaluate the role and impact that significant individuals have had on historical events. <i>(History, Economics, Geography)</i> <p>1.4 - 30. Explain how technological developments have changed our perception and understanding of location and space in the modern world. <i>(History, Economics, Geography)</i></p> <p>1.5 - 32. Analyze how a specific environment has influenced historical developments in a region or nation of the world. <i>(History and Geography)</i>.</p> <p>1.13- 62. Analyze the impact of family, religion, gender, ethnicity and socio-economic status on the development of culture. <i>(History, Economics and Geography)</i>.</p>

- Cars-SUV
- Cancer
- WWJD-Christian faith revival

Suggested Activities

- Timeline Activity
- Warm up and Exit Tickets
- Primary source analysis –
- Secondary source reading – Eyewitness to America readings and Simpsons and Sitcom analysis. *Clueless* analysis.
- Vocabulary activity – using OED students will find words introduced in the decade
- Lifestyle costs analysis
- Pick a side academic discourse with movement
- Gallery Walk
- Socratic Seminar
- Press Conference activity
- Recipe of the decade- What food defines the decade?

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Subject(s)	Social Studies
Grade/Course	20 th Century Pop Culture/11 th & 12 th Elective
Unit of Study	2000's: The Network Nation
Unit Type(s)	<input type="checkbox"/> Topical X Skills-based X Thematic
Pacing	2-3 Days
Categorizing Framework Standards	The "Four Disciplines": History, Civics, Economics and Geography

CT State Framework Standards:
<p>1.1 Significant events and themes in United States history</p> <p>3. Analyze the evolution of citizen's rights.</p> <p>7. Compare and contrast various American beliefs, values, and political ideologies.</p> <p>10. Assess the significance of the evolving heterogeneity of American society.</p> <p>11. Analyze the impact of technology and scientific discovery on American society.</p> <p>12. Analyze how the arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity.</p> <p>13. Evaluate the role and impact that significant individuals have had on historical events.</p> <p>1.4 The geographical space and place</p> <p>30. Explain how technological developments have changed our perception and understanding of location and space in the modern world.</p> <p>1.5 Interaction of humans and the environment</p> <p>32. Analyze how a specific environment has influenced historical developments in a region or nation of the world.</p> <p>1.8 Interactions between citizens and their government in the making and implementation of laws</p> <p>41. Analyze laws that have been modified to meet society's changing values and needs</p> <p>1.9 The rights and responsibilities of citizens</p> <p>46. Investigate how individuals or groups have worked to expand or limit citizen's rights in the U.S.</p> <p>1.10 How limited resources influence economic decisions</p>

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 - a. Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among the claims, counterclaims, reasons, and evidence.
 - b. Develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major section of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events.
 - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline in which they are writing.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the internet to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Focus Questions:

1. In what ways did social media shape youth culture in the 2000s?
2. What are the implications of the historic political changes that occurred during the 2000s?
3. What were the lasting foreign and domestic effects of the September 11th attacks?
4. In what ways did the arts and entertainment of the 2000's defined American society?

Resources:

Bowling, Beatniks, and Bell-Bottoms

ABC Clio Pop Culture- Do today's rapidly changing technologies help or hurt our communities

Pop Culture of 2000s Magazine assignment

New York Magazine: *A Million Little Cultural Pieces* timeline

www.examiner.com/article/what-will-the-2000s-be-remembered-for

<http://www.history.salempress.com>- The 2000s in America

Vocabulary:

1. Social networking
2. Social media
3. Profile
4. Cyberbullying
5. Al Qaeda
6. Taliban
7. Terrorism- War on Terror
8. Tweet
9. Hijacker
10. Mainstream

Topics of Coverage:	Standards Addressed:
<p>Social Media and Youth Culture</p> <ul style="list-style-type: none"> • Myspace • Facebook • Friendster • Classmates • Children’s Internet Protection Act of 2000 • Cyberbullying • iPod and iPhone • LinkedIn • Texting • Twitter • Docudrama • Napster • iTunes <p>Arts and Entertainment (Lifestyles)</p> <ul style="list-style-type: none"> • Digital Literature- Kindles, Nooks • Fine and Modern Art • Fashion- Uggs, Crocs, Charity wristbands, • Movies- Disney Pixar, Fahrenheit 9/11, Fast Food Nation, Bowling for Columbine, Harry Potter movies, Dark Knight, An Inconvenient Truth, Castaway • Organized Sports- Drugs in sports • TV- Survivor, Big Brother, • Video Games- Wii, Xbox, PlayStation • Food and Drink: energy drinks, fast food, organic food, gluten free, genetically modified foods, Locavoire, Atkins and South beach diets <p>Politics and the 2000s</p> <ul style="list-style-type: none"> • Barack Obama for president • Hilary Clinton and politics-Democratic primaries and Secretary of State • Recession: Government bailouts and housing crisis • Elian Gonzalez • NCLB- No Child Left Behind • Same-sex marriage in states • 2000 Presidential Election: Bush v. Gore <p>9/11’s effect on Domestic and Foreign Affairs</p> <ul style="list-style-type: none"> • Patriot Act 	<p>1.1-7 Compare and contrast various American beliefs, values, and political ideologies. (<i>Civics and History</i>)</p> <p>1.1-10 Assess the significance of the evolving heterogeneity of American society. (<i>History</i>)</p> <p>1.1-12 Analyze how the arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity. (<i>History and Geography</i>)</p> <p>1.1-13 Evaluate the role and impact that significant individuals have had on historical events. (<i>History, Civics</i>)</p> <p>1.4 – 30 Explain how technological developments have changed our perception and understanding of location and space in the modern world. (<i>Civics, Geography</i>)</p> <p>1.5 – 32. Analyze how a specific environment has influenced historical developments in a region or nation of the world. (<i>Geography, Civics, Economics</i>)</p> <p>1.9 – 46 Investigate how individuals or groups have worked to expand or limit citizen’s rights in the U.S. (<i>History and Civics</i>)</p> <p>1.10-50 Analyze how the abundance or scarcity of resources affects the nation and the individual. (<i>Economics, Geography</i>)</p> <p>1.13 – 59. Demonstrate the importance of viewing a culture through a variety of perspectives (<i>History, Civics</i>)</p>

- Hurricane Katrina
- Establishment of Homeland Security
- Iraq War- Trial and killing of Saddam Hussein
- Abu Ghraib torture scandal
- Al Qaeda and the Taliban
- National Commission on Terrorist Attacks

Suggested Activities

- Timeline Activity
- Warm up and Exit Tickets
- Primary source analysis –
- Secondary source reading – Eyewitness to America readings.
- Vocabulary activity – using OED students will find words introduced in the decade
- Lifestyle costs analysis
- Pick a side academic discourse with movement
- Gallery Walk
- Socratic Seminar
- Press Conference activity
- Recipe of the decade- What food defines the decade?
- Changing technologies help or hurt our communities in the 2000s analysis
- Magazine cover activity

1.13 -62 Analyze the impact of family, religion, gender, ethnicity and socio-economic status on the development of culture. (*Economics, Geography, Civics*)

Common Core Standards

CCSS.R.-1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.R-4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.R- 9 Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.W.1 Write arguments focused on discipline-specific content.

CCSS.W.2 Write informative/explanatory texts, including the narration of historical events.

CCSS.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

CCSS W- 8 Gather relevant information from multiple authoritative print and digital

	<p>sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.W- 9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
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