

# Ledyard Public Schools Social Studies Curriculum

## Grade 11

### United States History

#### ***I. Description and Purpose of the Course***

US History is the required grade eleven social studies class. In grade eleven, students investigate several major themes in US History and apply content from the turn of the twentieth century to present day, to their understanding of those themes. Relevant historical and contemporary issues provide opportunities for addressing multiple standards through focused inquiry, inviting students to generate and research Compelling and Supporting questions. Enduring themes are investigated through the primary lens of history as students work to discover the variety of factors, which influence past and present foreign and domestic policies of the United States and their impact on the civic and economic life of Americans. \*\*Pacing of the course accounts for 82 or 84 possible/probable blocks.

#### ***II. Academic Expectations***

Students in the grade eleven are expected to consider and investigate issues through a variety of perspectives, while using evidence from multiple sources. It will be expected that students will analyze events, documents, artifacts, movements, and people in American history from primarily the turn of the twentieth century to present. Students will use local and state history whenever possible to connect larger national historical themes. Furthermore, students will be expected to engage in activities that promote writing, speaking, and listening skills as part of the inquiry into historical themes and content.

## LPS Social Studies Curriculum Unit Planner

Grade Level: 11

Unit One: Getting Oriented

Timeline: 2 Blocks

**Unit Overview and Objective:** In this introductory unit, students will be introduced to the process of history through a series of lessons on historiography and the founding ideals of the United States. Students will reconstruct a series of events from the past using artifacts, oral histories, and documents in order to develop a coherent understanding of the process historians use as well as some of the challenges historians face in making sense of the past. Furthermore, students will analyze American ideals, apply them to examples of events from the past, and present in an attempt to evaluate the extent to which Americans are living up to American ideals.

**Theme(s):****1. Historiography**

- Evaluate the extent to which perspective can influence the reconstruction of the past
- Analyze the process through which historians work to reconstruct the past and the challenges faced in so doing

**2. American Ideals**

- Explore the American ideals of liberty, opportunity, equality, rights and democracy
- Evaluate the extent to which Americans are living up to these ideals

**Compelling Questions**

1. What is history?
2. How do we make sense of the past?
3. How do American ideals impact the past and present actions of Americans?

**Vocabulary**  
(Essential terms in bold)

**evidence, primary source, secondary source, point of view, historical interpretation, artifact, bias, chronology, chronicle, legacy, empathy, rights, democracy, opportunity, equality, liberty**

**Teacher Notes**

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided supporting questions, or the development of student generated inquiry, should be connected to compelling questions in order to explore larger regional themes.

It is equally important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade Supporting level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:**

**INQ 6-8.1** Explain how a question represents key ideas in the field.

**Supporting Standards:**

**INQ 6-8.4** Explain how the relationship between supporting and compelling questions are mutually reinforcing.

**Key Strategies to address standard:**

- Analyze images from historical events using artifact analysis framework from National Archives ([archive.org](http://archive.org))
- Analyze documents using document analysis framework from National Archives ([archive.org](http://archive.org))
- Analyze oral histories using framework from National Archives ([archive.org](http://archive.org))
- Brainstorm possible responses to supporting questions
- Evaluation of events from various time periods in the context of supporting question about ideals (*TCI Section 2, placards*)

**Supporting Questions:**

1. What are the strengths and weaknesses of each type of historical evidence when reconstructing the past?
2. How does historical interpretation impact the reconstruction of the past
3. Have Americans lived up to American ideals?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that physical and human geography interact with history, economics and civic life to explain the life of people living in a region.

**Priority Standards:**

- HIST 9-12.4** Analyze how historical contexts shaped and continue to shape people’s perspective.
- HIST 9-12.8** Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
- HIST 9-12.12** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

**Supporting Standards**

**-CIV 9-12.3** Evaluate how social and political systems in the United States promote civic virtues and democratic principles across different contexts, times, and places.

[CCSS.ELA-LITERACY.RH.11-12.1](#)

[CCSS.ELA-LITERACY.RH.11-12.2](#)

<p>Key Concepts/Content to be addressed:</p> <p><b>**Content can be used as a tool for addressing a particular line of inquiry (supporting questions or compelling questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.</b></p>	<p><b>Historiography:</b></p> <ul style="list-style-type: none"> <li>-Historical evidence: documents, artifacts, and oral histories (SQ1)</li> <li>-Primary source/Secondary source (SQ1, SQ2)</li> <li>-Point of view (SQ2)</li> <li>-Historical interpretation (SQ2)</li> <li>-American ideals = equality, rights, liberty, opportunity, democracy</li> </ul>
<p>Instructional Strategies and Skills</p>	<ul style="list-style-type: none"> <li>-Question Formulation Technique (QFT) - Formulating questions based on an image or other “focus” (e.g. document, excerpt, video clip)</li> <li>-Artifact analysis</li> <li>-Historical interpretation analysis</li> <li>-Debate strategies/techniques</li> <li>-Reading for information</li> <li>-Collaborative groups skills</li> </ul>
<p>Formative Performance Tasks</p> <p><b>It is important to consider this document as a “living document”. If the</b></p>	<ul style="list-style-type: none"> <li>-Guided reading activities - Columbus interpretation exercise (TCI <i>Pursuing American Ideals</i> section 1.3 reading activity)</li> <li>-Group work - Document analysis: De Las Casas diary entries</li> <li>-Exit tickets - How do historians make sense of the past? Have Americans lived up to American ideals?</li> </ul>

<p><b>included assessment or activity suggestions do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	
<p>Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources</p> <p>Dimension 4: Communicating Conclusions: Student are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.</p>	
<p><b><u>Priority Standards:</u></b></p> <p>-INQ 9-12.7 Evaluate the credibility of a source by examining how experts value the sources.</p> <p>-INQ 9-12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p><b><u>Supporting Standards:</u></b></p> <p><a href="#">CCSS.ELA-LITERACY.RH.11-12.8</a></p> <p><a href="#">CCSS.ELA-LITERACY.RH.11-12.2</a></p>	
<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>It is important to consider this document as a "living document". If the included assessment or activity suggestions do not meet the needs of the teacher's</b></p>	<p>-Unit objective assessment including vocabulary terms and key concepts</p> <p>-Create a personal timeline and compare interpretation of important events between self and family member (TCI <i>Pursuing American Ideals</i> Section 1 Processing assignment)</p>

<b>classroom, the grade level teams should feel obliged to revise as necessary.</b>	
Featured Sources	<ul style="list-style-type: none"><li>-TCI Textbook <i>Pursuing American Ideals</i> Sections 1.2, 1.3, 1.4, 2</li><li>-<a href="#">National Archives evidence analysis sheets</a></li><li>-Declaration of Independence</li><li>-<a href="#">De Las Casas Diaries</a></li></ul>

## LPS Social Studies Curriculum Unit Planner

Grade Level: 11

Unit Two: Turn of the century Problems

Timeline: 7 blocks

**Unit Overview and Objective:** In this unit, students will analyze lesson content and primary sources to investigate major problems in American society at the turn of the 20th century, synthesize key content from the lesson and primary sources to write an article exposing one of those problems. Furthermore, students will analyze lesson text and images to identify how progressives responded to the problems of the early 1900s and evaluate the impact of progressive solutions on society. Finally students will compare and contrast how the presidencies of Roosevelt, Taft, and Wilson addressed progressive reforms and write a paragraph based on a current newspaper article that examines the extent to which today's federal government reflects progressive goals.

**Theme(s):****1. Economic Prosperity and Equity**

- Analyze the causes and effects of downturns and expansions in the economy
- Evaluate government policies designed to restore stability to the economy
- Evaluate economic policies and reforms designed to promote fairness, security, and growth to the economy

**2. The struggle for freedom, equality, and social justice**

- Evaluate how individuals, groups, and institutions in the US have both promoted and hindered people's struggle for freedom, equality, and social justice.
- Analyze how the concept of the "American Dream" has changed and how various groups have endeavored to reach this goal over time.

**Compelling Questions**

1. Is America the land of political, economic, and social opportunity for all?
2. What is the proper role of government in promoting freedom and equality?

**Vocabulary**  
(Essential terms in bold)

*The Jungle*, extractive industry, **Tammany Hall**, **Pendleton Act**, **temperance movement**, **Hull House**, **Social Gospel**, **National Child Labor Committee**, **National American Woman Suffrage Association (NAWSA)**, **Tuskegee Institute**, **National Association for the Advancement of Colored People (NAACP)**, **Square Deal**, **New Freedom**, **Pure Food and Drug Act**, **Federal Reserve System**, Sixteenth Amendment, Seventeenth Amendment, Eighteenth Amendment, Nineteenth Amendment

**Teacher Notes**

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning.

Use of provided supporting questions, or the development of student generated inquiry, should be connected to compelling questions in order to explore larger regional themes.

It is equally important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:**

**INQ 9-12.1** Explain how a question reflects an enduring issue in the field.

**Supporting Standards:**

**INQ 9-12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**Key Strategies to address standard:**

-Question formulation technique = generate further questions based on “Question Focus” (Qfocus) on images relating to theme of Economic Prosperity and Equity

-Artifact/image analysis

-Point of view exercise with historical images

**Supporting Questions:**

1. What social, political, and environmental problems did Americans face at the turn of the 20th century?
2. Who were the progressives and how did they address the problems they saw?
3. How did Presidents Roosevelt, Taft, and Wilson, promote progressive goals in national policies?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that physical and human geography interact with history, economics and civic life to explain the life of people living in a region.

**Priority Standards:**

**HIST 9-12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9-12.3** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**HIST 9-12.11** Analyze multiple and complex causes and effects in the past.

**Supporting Standards:**

**CIV 9-12.3** Evaluate how social, political systems in the US promote civic virtues and democratic principles across different contexts, times, and places

**GEO 9-12.1** Use maps and other geographic representations to analyze the relationships between locations of places and their political, cultural, and economic history.

[CCSS.ELA-LITERACY.RH.11-12.1](#)

[CCSS.ELA-LITERACY.W.11-12.1](#)

<p>Key Concepts/Content to be addressed:</p> <p><b>**Content can be used as a tool for addressing a particular line of inquiry (supporting questions or compelling questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.</b></p>	<p><b>The Progressive Era:</b></p> <ul style="list-style-type: none"> <li>-Uncovering problems at the turn of the century (SQ1)</li> <li>The State of the Union in 1900</li> <li>Poor Living and Working Conditions</li> <li>Problems with the environment</li> <li>The politics of Fraud and Bribery</li> <li>Social Tensions</li> <li>-The Progressives Respond(SQ2)</li> <li>The Origins of Progressivism</li> <li>Progressives fight for social reforms</li> <li>Progressives push for political reforms</li> <li>Progressives confront social inequality</li> <li>Confronting Racism</li> <li>-Progressivism on the National Stage (SQ3)</li> <li>Three progressive presidents</li> <li>Addressing the effects of industrialization</li> <li>Reforming the National Government</li> <li>Women’s suffrage</li> </ul>
<p>Instructional Strategies and Skills</p>	<ul style="list-style-type: none"> <li>-Currency, Relevancy, Authority, Accuracy, Purpose(C.R.A.A.P.) test for website evaluation</li> <li>-Response group activities</li> <li>-Evidence based writing for understanding and persuasion</li> <li>-Experiential exercises</li> <li>-Reading for information</li> <li>-Social Studies skill builder activities</li> </ul>
<p>Formative Performance Tasks</p>	<ul style="list-style-type: none"> <li>- Evaluation of developed questions (QFT - Question Formulation Technique)</li> <li>-Objective quizzes</li> <li>-Exit tickets - based around supporting questions</li> </ul>

<p><b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>-Muckraker journalism activity - writing for understanding</li> <li>-Image evaluation presentation on the effectiveness of Progressive policies</li> <li>-Presidential mock debate - who is the “best progressive”?</li> <li>-Debate on the role of government in addressing issues of poverty</li> </ul>
<p>Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources</p> <p>Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.</p>	
<p><b><u>Priority Standards:</u></b></p> <p><b>INQ 9-12.6</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide selection.</p> <p><b>INQ 9-12.11</b> Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p> <p><b><u>Supporting Standards:</u></b></p> <p><a href="#">CCSS.ELA-LITERACY.RH.11-12.1</a></p> <p><a href="#">CCSS.ELA-LITERACY.RH.11-12.3</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.1</a></p>	
<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions</b></p>	<ul style="list-style-type: none"> <li>-Common summative assessment with document based response/argument</li> <li>-Extended response: Argumentative writing about the lasting impact of progressive reforms in today’s government</li> </ul> <p><b>Taking Informed Action:</b> Panel discussion with local grassroots organizers and creation of grassroots campaign on issue of student’s choice</p>

<p><b>do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	
Featured Sources	<p>-TCI Pursuing American Ideals Chapters 16,17,18 -Excerpt from <i>The Jungle</i> by Upton Sinclair</p>

## LPS Social Studies Curriculum Unit Planner

Grade Level: 11

Unit Three: The Twenties

Timeline: 7 blocks

**Unit Overview and Objective:** In this unit students will analyze the economic, political, social, and racial tensions of the post-WWI period and synthesize key content to assess the effects of postwar tensions on America's founding ideals. Students will also, read and assess content from the lesson and from political cartoons to determine whether the Republican Era brought peace and prosperity to all Americans as well as, identify and evaluate different points of view about the Republican Era. Finally, students in this unit will describe the social trends and innovations that shaped popular culture during the 1920s and compare, contrast and debate the social trends of the 1920s with the social trends of today.

**Theme(s):****1. Economic Prosperity and Equity**

- Analyze the causes and effects of downturns and expansions in the economy
- Evaluate government policies designed to restore stability to the economy
- Evaluate economic policies and reforms designed to promote fairness, security, and growth to the economy

**2. The struggle for freedom, equality, and social justice**

- Evaluate how individuals, groups, and institutions in the US have both promoted and hindered people's struggle for freedom, equality, and social justice.
- Analyze how the concept of the "American Dream" has changed and how various groups have endeavored to reach this goal over time.

**3. Gender Roles in Economic, Political, and Social life**

- Evaluate how the role of men and women have changed over time.

**4. Cultural Diversity and the American Identity**

- Evaluate how media has influenced cultural diversity and an American national identity.

**Compelling Questions**

1. Is America the land of political, economic, and social opportunity for all?
2. How do Americans define freedom and equality and how have these conceptions changed over time?

**Vocabulary  
(Essential terms in bold)**

Sacco and Vanzetti trial, **Red Scare**, Palmer Raids, **quota system**, American Civil Liberties Union (ACLU), Back-to-Africa movement, Anti-Defamation League (ADL), **clemency, demobilization, recession, general strike, radicalism, communism, civil liberties, anti-Semitism, normalcy, free enterprise system**, Teapot Dome Scandal, **isolationism**, Washington Naval Conference, Kellogg-Briand Pact, Dawes Plan, Florida Land Boom, **Dow Jones Industrial Average, fiscal policy, inheritance tax, disarmament, consolidation, holding company, speculator, gross national**

**product (GNP), Charleston, Roaring Twenties, League of Women Voters, equal rights amendment (ERA), Jazz Age, Harlem Renaissance, Lost Generation, consumer culture, credit, installment buying, popular culture, grassroots organization, jazz, improvisation, spectator sports, traditionalist, modernist, flapper, Volstead Act, speakeasy, Scopes trial, consumer price index, fundamentalism, bootlegging, theory of evolution, creationism, eugenics, Lemon test, intelligent design**

### Teacher Notes

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided supporting questions, or the development of student generated inquiry, should be connected to compelling questions in order to explore larger regional themes.

It is equally important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

### **Priority Standards:**

**INQ 9-12.1** Explain how a question reflects an enduring issue in the field.

### **Supporting Standards:**

**INQ 9-12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

### **Key Strategies to address standard:**

- Brainstorm answers to supporting questions
- Artifact/image analysis
- Point of view exercise with historical images or documents

### **Supporting Questions:**

1. What effects did post-WWI tensions have on America’s founding ideals?
2. Did the Republican era of the 1920s bring peace and prosperity to all Americans?
3. What social trends and innovations shaped popular culture during the 1920s?
4. How did social, economic, and religious tensions divide Americans during the Roaring Twenties?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that physical and human geography interact with history, economics and civic life to explain the life of people living in a region.

**Priority Standards:**

**HIST 9-12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9-12.3** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**HIST 9-12.11** Analyze multiple and complex causes and effects in the past.

**Supporting Standards:**

**CIV 9-12.3** Evaluate how social, political systems in the US promote civic virtues and democratic principles across different contexts, times, and places.

**GEO 9-12.1** Use maps and other geographic representations to analyze the relationships between locations of places and their political, cultural, and economic history.

[CCSS.ELA-LITERACY.RH.11-12.1](#)

[CCSS.ELA-LITERACY.W.11-12.1](#)

<p>Key Concepts/Content to be addressed:</p> <p><b>**Content can be used as a tool for addressing a particular line of inquiry (supporting questions or compelling questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.</b></p>	<p><b>The Twenties</b></p> <ul style="list-style-type: none"> <li>-Understanding post war tensions (SQ1)</li> <li>Emerging economic tensions (Demobilization recession)</li> <li>Rising Labor tensions (Weakening Unions)</li> <li>Growing Political tensions (Red Scare)</li> <li>Increasing Social Tensions (Nativism vs immigration)</li> <li>Enduring tensions - racial and religious</li>   <li>-The Politics of Normalcy (SQ2)</li> <li>A republican era begins (smaller government and more free enterprise)</li> <li>Engaging the world in an age of Isolationism</li> <li>The Republican boom years (New industry and mass production)</li>   <li>-Popular culture in the Roaring Twenties (SQ3)</li> <li>American consumer culture</li> <li>Americans take to the air and the road</li> <li>Mass media shapes popular culture</li> <li>Women move toward greater equality</li> <li>Jazz Age</li> <li>Writers, artists, and sports heroes capture the American imagination</li>   <li>-The clash between traditionalism and modernism (SQ4)</li> </ul>
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	<p>Changing and conflicting values: Urban vs Rural</p> <p>Generational clash</p> <p>Prohibition</p> <p>The clash over evolution</p>
Instructional Strategies and Skills	<ul style="list-style-type: none"> <li>-Currency, Relevancy, Authority, Accuracy, Purpose(C.R.A.A.P.) test for website evaluation</li> <li>-Response group activities</li> <li>-Evidence based writing for understanding and persuasion</li> <li>-Experiential exercises</li> <li>-Reading for information</li> <li>-Social Studies skill builder activities</li> </ul>
<p>Formative Performance Tasks</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>- Evaluation of developed questions (QFT - Question Formulation Technique)</li> <li>-Objective quizzes</li> <li>-Exit tickets - based around supporting questions</li> <li>-Sacco and Vanzetti clemency hearing activity (<i>TCI section 26 response group activity</i>)</li> <li>-Political cartoon viewpoint activity (<i>TCI section 27 skill builder activity</i>)</li> <li>-Roaring Twenties party (<i>TCI section 28 experiential activity</i>)</li> <li>-Traditionalist vs modernist debate</li> </ul>

Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources.

Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.

**Priority Standards:**

**INQ 9-12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide selection.

**INQ 9-12.11** Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

**Supporting Standards:**

[CCSS.ELA-LITERACY.RH.11-12.1](#)

<a href="#">CCSS.ELA-LITERACY.RH.11-12.3</a> <a href="#">CCSS.ELA-LITERACY.W.11-12.1</a>	
<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>-Common objective assessment with document based response/argument-TBD</p> <p>-Extended response: write a comparison of traditionalist and modernist perspectives on a 1920s’ social issue that is still relevant today</p> <p><b>Taking Informed Action:</b> Video documentary on the 21st century understanding of American Identity through traditional vs modern point of view.</p>
<p>Featured Sources</p>	<p>-TCI Pursuing American Ideals Chapters 26,27,28,29</p> <p>-<a href="#">Sound and Feel of the 1920s lesson</a></p> <p>-<a href="#">19th Amendment done our way lesson</a></p>

## LPS Social Studies Curriculum Unit Planner

Grade Level: 11

Unit Four: Great Depression and The New Deal

Timeline: 7 blocks

**Unit Overview and Objective:** In this unit, students will experience a loss representative of the stock market crash and make comparisons between history and a classroom exercise as well as analyze content from the lesson and the classroom exercise to explain the key causes of the Great Depression. Students will also categorize possible responses to the economic crisis by the political ideology they represent and synthesize key content by evaluating the extent to which Hoover and Roosevelt succeeded in advancing economic opportunities after the economic collapse. In this unit, lesson content and primary sources will be used to analyze how the Depression affected the lives of ordinary Americans. This information will also include a description of how Americans endured the hardships of the Depression. Finally, students will analyze and interpret New Deal programs and the expansion of government during the 1930s and their political and social impacts on the nation.

**Theme(s):****1. Economic Prosperity and Equity**

- Analyze the causes and effects of downturns and expansions in the economy
- Evaluate government policies designed to restore stability to the economy
- Evaluate economic policies and reforms designed to promote fairness, security, and growth to the economy

**Compelling Questions**

1. Is America the land of political, economic, and social opportunity for all?
2. What is the proper role of government in promoting social, political, and economic prosperity?

**Vocabulary**  
(Essential terms in bold)

Black Tuesday, stock market crash, buying on margin, overproduction, underconsumption, Hawley-Smoot Tariff Act, **bull market, broker, bear market, interest, bank run, discount rate, speculative bubble**, Bonus Army, Hooverville, Reconstruction Finance Corporation (RFC), New Deal, First Hundred Days, **ideology, conservative, status quo, business cycle, liberal, public works, social welfare, radical, trickle-down theory**, soup kitchen, breadline, black blizzard, Dust Bowl, The Grapes of Wrath, Okies, Great Flood of 1936, **living wage, property value, foreclosure, eviction, malnutrition, desertification, depopulation, public assistance**, National Industrial Recovery Act (NIRA), Agricultural Adjustment Administration (AAA), Civilian Conservation Corps (CCC), Works Progress Administration (WPA), Wagner Act, Social Security Act, Congress of Industrial Organizations (CIO), New Deal Coalition, **parity, right wing, left wing, demagogue, mandate, welfare state, deficit spending**

**Teacher Notes**

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry

(questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided supporting questions, or the development of student generated inquiry, should be connected to compelling questions in order to explore larger regional themes.

It is equally important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:**

**INQ 9-12.1** Explain how a question reflects an enduring issue in the field.

**Supporting Standards:**

**INQ 9-12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**Key Strategies to address standard:**

-Question formulation technique = generate further questions based on “Question Focus” (Qfocus) on “Great Depression” or Economic Prosperity and Equity

-Artifact/image analysis

-Point of view exercise with historical images

**Supporting Questions:**

1. What caused the most severe economic crisis in American history?
2. How did the federal government respond to the economic collapse that began in 1929?
3. How did ordinary Americans endure the hardships of the Great Depression?
4. How did the expansion of government during the New Deal affect the nation?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that physical and human geography interact with history, economics and civic life to explain the life of people living in a region.

**Priority Standards:**

**HIST 9-12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9-12.3** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**HIST 9-12.11** Analyze multiple and complex causes and effects in the past.

**Supporting Standards:**

**CIV 9-12.3** Evaluate how social, political systems in the US promote civic virtues and democratic principles across different contexts, times, and places.

**GEO 9-12.1** Use maps and other geographic representations to analyze the relationships between locations of places and their political, cultural, and economic history.

[CCSS.ELA-LITERACY.RH.11-12.1](#)

[CCSS.ELA-LITERACY.W.11-12.1](#)

<p>Key Concepts/Content to be addressed:</p> <p>**Content can be used as a tool for addressing a particular line of inquiry (supporting questions or compelling questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.</p>	<p><b>The Great Depression and the New Deal:</b></p> <ul style="list-style-type: none"> <li>-A shaky stock market begins a banking crisis (SQ1)</li> <li>Speculation leads to a spectacular crash</li> <li>Banking crisis wipes out savings</li> <li>Overproduction, underconsumption and a widening wealth gap</li> <li>Government responses and their negative impact(Tight money and tariffs)</li> </ul> <ul style="list-style-type: none"> <li>-The response to the economic collapse (SQ2)</li> <li>Ideological responses to the economic crisis (Liberal, Conservative, Radical)</li> <li>Hoover’s conservative response to hard times</li> <li>FDR’s first 100 days</li> </ul> <ul style="list-style-type: none"> <li>-The human impact of the Great Depression (SQ3)</li> <li>Rising unemployment, loss of farms, and financial woes</li> <li>Housing crisis</li> <li>The impact of Natural Disasters on the economic crisis</li> <li>Coping with hard times</li> </ul> <ul style="list-style-type: none"> <li>-The New Deal and its legacy (SQ4)</li> <li>The First New Deal and restructuring the business and financial sectors</li> <li>Protests and political challenges</li> <li>The second New Deal</li> <li>Social and political impacts</li> <li>Legacy of the New Deal</li> </ul>
<p>Instructional Strategies and Skills</p>	<ul style="list-style-type: none"> <li>-Currency, Relevancy, Authority, Accuracy, Purpose(C.R.A.A.P.) test for website evaluation</li> <li>-Response group activities</li> <li>-Evidence based writing for understanding and persuasion</li> <li>-Experiential exercises</li> <li>-Reading for information</li> </ul>

	-Social Studies skill builder activities
Formative Performance Tasks <b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b>	<ul style="list-style-type: none"> <li>- Evaluation of developed questions (QFT - Question Formulation Technique)</li> <li>-Objective quizzes</li> <li>-Exit tickets - based around supporting questions</li> <li>-Yee-Haw! Stock market simulation game (TCI Lesson 30 experiential exercise)</li> <li>-Ideological classification activity</li> <li>-Letter to Eleanor Roosevelt regarding depression hardships</li> <li>-Mural panels = illustrations of impact of government expansion</li> </ul>
<p>Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources</p> <p>Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.</p>	
<p><b>Priority Standards:</b></p> <p><b>INQ 9-12.6</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide selection.</p> <p><b>INQ 9-12.11</b> Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p> <p><b>Supporting Standards:</b></p> <p><a href="#">CCSS.ELA-LITERACY.RH.11-12.1</a></p> <p><a href="#">CCSS.ELA-LITERACY.RH.11-12.3</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.1</a></p>	
Summative Assessment/Extensions with evidence based claims	<ul style="list-style-type: none"> <li>-Common summative assessment with document based response/argument</li> <li>-Extension: <a href="#">Was the New Deal a good deal? Inquiry Activity</a></li> </ul> <p><b>Taking Informed Action:</b> Fireside chat (podcast) about issue of student’s choice which reflects theme of economic equity and prosperity in 21st century economy</p>

<p><b>**It is important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	
Featured Sources	<p>-TCI Pursuing American Ideals Chapters 30,31,32,33</p> <p>-Excerpts from <i>Grapes of Wrath</i></p> <p>-America: The Story of US - The Rise of a Superpower Part 1</p>

## LPS Social Studies Curriculum Unit Planner

Level: 11th

Unit Five: Aftermath of WWII and Cold War

Timeline: 8 blocks

**Unit Overview and Objective:** In this unit, students will explore the lessons learned in the aftermath of WWII and its lead into the cold war. Students will investigate the origins of the cold war and evaluate actions taken both around the world and at home to contain communism. This evaluation will explore whether or not these actions were justified and fit within the established ideals of liberty, opportunity, equality, rights, and democracy as established in the Declaration of Independence

**Theme(s):****1. The Role of America in World Affairs**

-Evaluate the role of the US in preventing and responding to global human right issues

-Evaluate the effectiveness of America's foreign policies that have been based on military intervention, diplomacy, and/or participation in a multilateral response.

<b>Compelling Questions</b>	<p>1. What should be the role of the US in world affairs?</p> <p>2. To what extent should the US promote its ideals and values to the outside world?</p>
<b>Vocabulary</b> (Essential terms in bold)	<p><b>World Bank, United Nations (UN), Four Freedoms, Universal Declaration of Human Rights, Nuremberg War Crimes Trials, GI Bill of Rights, Geneva Conventions, International Criminal Court (ICC), Cold War, Yalta Conference, Potsdam Conference, UN Atomic Energy Commission, Iron Curtain, Truman Doctrine, Marshall Plan, Molotov Plan, Berlin Blockade, North Atlantic Treaty Organization (NATO), Warsaw Pact, Korean War, Third World, H-bomb, Mutual Assured Destruction (MAD), communist sympathizer, House Un-American Activities Committee (HUAC), Alger Hiss case, Rosenberg trial, McCarthyism, Atomic Age, Federal Civil Defense Administration (FCDA)</b></p>
<b>Teacher Notes</b>	<p>In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided supporting questions, or the development of student generated inquiry, should be connected to compelling questions in order to explore larger regional themes.</p>

It is equally important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions: Students are expected to look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:**

**INQ 9-12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**Supporting Standards:**

**INQ 9-12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

[CCSS.ELA-LITERACY.RH.11-12.1](#)

**Key Strategies to address standards:**

- Image analysis
- Document analysis
- Brainstorm answers to compelling questions
- Currency, Relevancy, Authority, Accuracy, Purpose(C.R.A.A.P.) test for website evaluation

**Supporting Questions:**

1. Did the US learn from past mistakes after WWII?
2. How did the US and USSR become Cold War adversaries?
3. Were the methods used to contain communism justified?
4. How did the anxieties raised by the Cold War affect life in the US?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that physical and human geography interact with history, economics and civic life to explain the life of people living in a region.

**Priority Standards:**

- HIST 9-12.4** Analyze how historical contexts shaped and continue to shape people’s perspective.
- HIST 9-12.8** Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

**-HIST 9-12.12** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

**Supporting Standards:**

**ECO 9-12.1** Describe how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

**ECO 9-12.3** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

[CCSS.ELA-LITERACY.RH.11-12.1](#)

[CCSS.ELA-LITERACY.RH.11-12.2](#)

[CCSS.ELA-LITERACY.RH.11-12.7](#)

<p>Key Concepts/Content to be addressed:</p> <p>**Content can be used as a tool for addressing a particular line of inquiry (supporting questions or compelling questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.</p>	<ul style="list-style-type: none"> <li>-The aftermath of WWII (SQ1)</li> <li>The founding of the UN and World Bank</li> <li>Four Freedoms and the Universal Declaration of Human rights</li> <li>Dealing with the defeated Axis powers - Nuremberg Trials</li> <li>Americans adjust to postwar life - GI Bill</li> <li>Holding leaders accountable - Geneva conventions and International Criminal Court</li> <li>-Origins of the Cold War (SQ2)</li> <li>Yalta and Potsdam Conferences</li> <li>Communism vs Capitalism</li> <li>Containment in the Atomic age</li> <li>“Iron Curtain” speech</li> <li>Truman doctrine</li> <li>Marshall Plan</li> <li>-The Cold War expands (SQ3)</li> <li>Berlin Blockade</li> <li>Czechoslovakian coup d’état</li> <li>NATO and the Warsaw Pact</li> <li>Chinese communist revolution</li> <li>Korean War</li> <li>Mutual Assured Destruction</li> <li>Brinkmanship</li> <li>-“Fighting” the Cold War at home (SQ4)</li> <li>McCarthyism - HUAC, Alger Hiss Case, Rosenberg trial</li> </ul>
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	Fears in the Atomic Age and impact of American life
Instructional Strategies and Skills	<ul style="list-style-type: none"> <li>-Currency, Relevancy, Authority, Accuracy, Purpose(C.R.A.A.P.) test for website evaluation</li> <li>-Response group activities</li> <li>-Evidence based writing for understanding and persuasion</li> <li>-Experiential exercises</li> <li>-Reading for information</li> <li>-Social Studies skill builder activities</li> </ul>
Formative Performance Tasks <b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b>	<ul style="list-style-type: none"> <li>- Evaluation of developed questions (QFT - Question Formulation Technique)</li> <li>-Objective quizzes</li> <li>-Exit tickets - based around supporting questions</li> <li>-Dot game</li> <li>-Warning posters from McCarthy Era/Atomic Age</li> <li>-Visual discovery of lessons learned after WWII</li> <li>-Policy evaluation with primary and secondary sources = Cold War actions/results</li> </ul>

Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources

Dimension 4: Communicating Conclusions: Student are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.

**Priority Standards:**

**INQ 9-12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9-12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**INQ 9-12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**Supporting Standards:**

<a href="#">CCSS.ELA-LITERACY.RH.11-12.3</a> <a href="#">CCSS.ELA-LITERACY.RH.11-12.7</a> <a href="#">CCSS.ELA-LITERACY.WHST.11-12.7</a>	
<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>***It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>-Common Unit Objective Assessment</p> <p>-Document Based Question: <i>Are the methods which the US used to contain communism justified?</i></p> <p><b>Taking Informed Action:</b> Draft and submit a resolution stating the proper role of US in world affairs to UN representative of the United States</p>
<p>Featured Sources</p>	<p>-TCI <i>Pursuing American Ideals</i> Chapters 37,38,39,40</p> <p>-Choices program <i>The Cold War</i></p> <p>-“The Long Telegram” - George Kennan</p> <p>-Excerpts from NATO agreement</p> <p>-<i>Bert the Turtle</i> video clip by the FCDA</p> <p><a href="#">-A Time Lapse Map of Every Nuclear Explosion Since 1945</a></p>

## LPS Social Studies Curriculum Unit Planner

Grade Level: 11

Unit Six: The Fifties

Timeline: 7 blocks

**Unit Overview and Objective:** In this unit, students will analyze how the 1950s developed as an age of affluence and the impacts these post-war changes had on American life. Students will also explore ways in which some Americans rebelled against the conformity of the 1950s and evaluate reasons why considerable poverty remained in the age of affluence.

**Theme(s):****1. Economic Prosperity and Equity**

- Analyze the causes and effects of downturns and expansions in the economy
- Evaluate government policies designed to restore stability to the economy
- Evaluate economic policies and reforms designed to promote fairness, security, and growth to the economy

**Compelling Questions**

1. Is America the land of political, economic, and social opportunity for all?
2. What is the proper role of government in promoting economic prosperity?

**Vocabulary  
(Essential terms in bold)**

**Fair Deal, Taft-Hartley Act, baby boom, Levittown**, Sunbelt, **interstate highway system**, polio vaccine, rock 'n' roll, suburbia, The Organization Man, beat movement, youth culture, abstract expressionism, **Housing Act of 1949**, Appalachia, **termination policy, Voluntary Relocation Program**

**Teacher Notes**

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided supporting questions, or the development of student generated inquiry, should be connected to compelling questions in order to explore larger regional themes.

It is equally important to consider this document as a "living document". If the included assessment or activity suggestions do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:**

**INQ 9-12.1** Explain how a question reflects an enduring issue in the field

**Supporting Standards:**

**INQ 9-12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**Key Strategies to address standard:**

- Question formulation technique = generate further questions based on “Question Focus” (Qfocus) on “Age of Affluence” or Economic Prosperity and Equity
- Artifact/image analysis
- Point of view exercise with historical images

**Supporting Questions:**

1. Why are the 1950s remembered as an age of affluence?
2. How did some Americans rebel against the conformity of the 1950s?
3. Why did poverty persist in an age of affluence?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that physical and human geography interact with history, economics and civic life to explain the life of people living in a region.

**Priority Standards:**

**HIST 9-12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9-12.3** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**HIST 9-12.11** Analyze multiple and complex causes and effects in the past.

**Supporting Standards:**

**CIV 9-12.3** Evaluate how social, political systems in the US promote civic virtues and democratic principles across different contexts, times, and places

**GEO 9-12.1** Use maps and other geographic representations to analyze the relationships between locations of places and their political, cultural, and economic history.

[CCSS.ELA-LITERACY.RH.11-12.1](#)

[CCSS.ELA-LITERACY.W.11-12.1](#)

Key Concepts/Content to be addressed:

**The Search for a Better Life:**

- Peace, prosperity, and progress (SQ1)
- The Fair Deal and the election of 1948
- Taft-Hartley act and its impact on the economy
- Eisenhower and “Modern Republicanism”
- Economic growth as it creates an “Age of Affluence”

<p>**Content can be used as a tool for addressing a particular line of inquiry (supporting questions or compelling questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.</p>	<p>Marriage, Family, and the Baby boom  Population shifts to suburbs and sunbelt  Automobile culture  Technological advancements in daily life in 1950s</p> <p>-Rebelling against conformity (SQ2)  The culture of cities and suburbs  Beat poets  Teenagers and the youth culture  Rock-n-Roll as non-conformity  Art and Comic books as non-conformity  -Two Americas (SQ3)  Different ways of defining poverty  The “invisible class” in the post war period  The landscape of poverty in cities and Appalachia  The changing face of poverty today</p>
<p>Instructional Strategies and Skills</p>	<p>-Currency, Relevancy, Authority, Accuracy, Purpose(C.R.A.A.P.) test for website evaluation  -Response group activities  -Evidence based writing for understanding and persuasion  -Experiential exercises  -Reading for information  -Social Studies skill builder activities</p>
<p>Formative Performance Tasks</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>- Evaluation of developed questions (QFT - Question Formulation Technique)  -Objective quizzes  -Exit tickets - based around supporting questions  -1950s Block Party  -Sock hop, Beat poetry analysis, Art evaluation as examples of rebelling against conformity  -Choropleth map analysis - causes of poverty  -Debate on the role of government in addressing issues of poverty</p>

Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources

Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.

**Priority Standards:**

**INQ 9-12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide selection.

**INQ 9-12.11** Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

**Supporting Standards:**

[CCSS.ELA-LITERACY.RH.11-12.1](#)

[CCSS.ELA-LITERACY.RH.11-12.3](#)

[CCSS.ELA-LITERACY.W.11-12.1](#)

<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>-Common summative assessment with document based response/argument</p> <p>-Extended response: Argumentative writing about how Americans have lived up to American Ideals of rights, liberty, opportunity, equality, and democracy through the 1950s.</p> <p>-</p>
<p>Featured Sources</p>	<p>-TCI Pursuing American Ideals Chapters 41,42,43</p> <p>-Excerpt from David Halberstam, <i>The Fifties</i>, 1993</p> <p>-America: The Story of US - Superpower segment</p> <p>-Excerpts from <i>The Other America</i> by Michael Harrington</p>

	-Excerpt from <i>The Organization Man</i> by William H. Whyte
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## LPS Social Studies Curriculum Unit Planner

Grade Level: 11

Unit Seven: Civil Rights Movement

Timeline: 8 blocks

**Unit Overview and Objective:** In this unit, students will evaluate the impact of segregation on post WWII America and evaluate the civil rights activists' attempts to advance the ideals of liberty, opportunity, and equality for African Americans. Students will extend this evaluation of attempts to advance these ideals to all Americans through an exploration of various social movements in the 1970s and 1980s.

**Theme(s):****1. The struggle for freedom, equality, and social justice**

-Evaluate how individuals, groups, and institutions in the US have both promoted and hindered people's struggle for freedom, equality, and social justice.

-Analyze how the concept of the "American Dream" has changed and how various groups have endeavored to reach this goal over time.

**Compelling Questions**

1. Is America the land of opportunity for all?
2. How do Americans define freedom and equality and how have these conceptions changed over time?
3. What is the proper role of government in promoting freedom and equality?

**Vocabulary  
(Essential terms in bold)**

**de facto segregation, de jure segregation, Executive Order 9981, Congress of Racial Equality (CORE), Brown v. Board of Education, Warren Court, Montgomery Bus Boycott, Southern Christian Leadership Conference (SCLC), Student Nonviolent Coordinating Committee (SNCC), Freedom Rides, March on Washington, Civil Rights Act of 1964, Freedom Summer, Voting Rights Act of 1965, black power, Watts riot, Kerner Commission, Nation of Islam, Black Panther Party, Civil Rights Act of 1968, Swann v. Charlotte- Mecklenburg Board of Education, Regents of the University of California v. Bakke, United Farm Workers (UFW), National Organization for Women (NOW), women's liberation, American Indian Movement (AIM), Japanese American Citizens League (JACL), Americans with Disabilities Act (ADA), Stonewall riots, Gray Panthers**

**Teacher Notes**

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided supporting questions, or the development of student generated inquiry, should be connected to compelling questions in order to explore larger regional themes.

It is equally important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:**

**INQ 9-12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**Supporting Standards:**

**INQ 9-12.1** Explain how a question reflects an enduring issue in the field.

**Key Strategies to address standard:**

- Primary and secondary source analysis - summarizing and paraphrasing
- Role play/debate
- Image analysis

**Supporting Questions:**

1. How did segregation affect American life in the postwar period?
2. How did civil rights activists advance the ideals of liberty, equality, and opportunity for African Americans?
3. How did civil rights activists change their strategies and goals in the 1960s and 1970s and how successful were they in achieving racial equality?
4. Why and how did the civil rights movement expand?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that physical and human geography interact with history, economics and civic life to explain the life of people living in a region.

**Priority Standards:**

**HIST 9-12. 2** Analyze change and continuity in historical eras

**HIST 9-12.3** Analyze complex and interacting factors that influence the perspectives of people during different historical eras

**Supporting Standards:**

**HIST 9-12.11** Analyze multiple and complex causes and effects of events in the past.

**HIST 9-12.12** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

**ECO 9-12.6** Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations

**GEO 9-12.4** Evaluate how globalization, competition for scarce resources, and human migration contribute to conflict and cooperation among countries.

[CCSS.ELA-LITERACY.RH.11-12.1](#)

[CCSS.ELA-LITERACY.W.11-12.1](#)

<p>Key Concepts/Content to be addressed:</p> <p>**Content can be used as a tool for addressing a particular line of inquiry (supporting questions or compelling questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.</p>	<p><b>The Search for a Better Life:</b></p> <ul style="list-style-type: none"> <li>-Segregation in post-WWII America (SQ1)</li> <li>Impact of segregation on housing, public accommodations, schools, workplace, and marriage</li> <li>Breaking the color barrier in sports</li> <li>Desegregation in the military and schools using the courts</li> <li>-The civil rights revolution (SQ2)</li> <li>Implementing desegregation in schools</li> <li>Freedom rides and sit-ins as non-violent actions</li> <li>Civil rights groups and actions (Birmingham, March on Washington, Freedom Summer)</li> <li>Landmark Civil Rights legislation</li> <li>-Redefining equality (SQ3)</li> <li>Explosions in major cities - a change toward more violent action</li> <li>The rise of Black power and Black pride</li> <li>Federal government's efforts to confront racism through legislation and landmark court cases</li> <li>Affirmative action as the way forward?</li> <li>-The widening struggle (SQ4)</li> <li>Women organize for equality - NOW and feminism</li> <li>Latinos organize for better working conditions - United Farm Workers and the Grape boycott</li> <li>American Indians seek justice - AIM and its decisive actions</li> <li>Asian Americans, Disabled Americans, Older Americans, and the LGBTQ communities take action</li> </ul>
<p>Instructional Strategies and Skills</p>	<ul style="list-style-type: none"> <li>-Political cartoon analysis</li> <li>-Primary source analysis and evaluation</li> <li>-Response group activities</li> <li>-Evidence based writing for understanding and persuasion</li> <li>-Experiential exercises</li> <li>-Reading for information</li> <li>-Social Studies skill builder activities</li> </ul>

<p>Formative Performance Tasks</p> <p><b>***It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>-Exit tickets based on supporting questions</li> <li>-Visual discovery activity of major civil rights actions (<i>TCI Activity Section 45</i>)</li> <li>-Civil rights roundtable</li> <li>-Timeline of civil rights actions</li> <li>-<a href="#">Civil Rights Movement in context</a></li> <li>-Analysis of social movements on spectrum of success</li> <li>- Evaluation of developed questions (QFT - Question Formulation Technique)</li> <li>-Objective quizzes</li> </ul>
<p>Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources</p> <p>Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.</p>	
<p><b><u>Priority Standards:</u></b></p> <p><b>INQ 9-12.6</b> Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the sources to guide the selection</p> <p><b>INQ 9-12.11</b> Construct explanations using reasoning, correct sequences, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weakness of the explanation given its purpose.</p> <p><b><u>Supporting Standards:</u></b></p> <p><b>INQ 9-12.10</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses</p> <p><a href="#">CCSS.ELA-LITERACY.RH.11-12.4</a>  <a href="#">CCSS.ELA-LITERACY.RH.11-12.7</a>  <a href="#">CCSS.ELA-LITERACY.WHST.11-12.1</a>  <a href="#">CCSS.ELA-LITERACY.WHST.11-12.7</a></p>	
<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>***It is important to consider this</b></p>	<ul style="list-style-type: none"> <li>-Unit summative objective assessment with document based argumentative writing</li> <li>-Evaluation of progress on American ideals, video project (TBD)</li> </ul> <p><b>Taking informed action:</b> <a href="#">Equality and Opportunity in CT Analysis and Response</a></p>

<p>document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</p>	
<p>Featured Sources</p>	<ul style="list-style-type: none"> <li>- TCI History Alive! Pursuing American Ideals Chapters: 44, 45, 46, 47</li> <li>-<a href="#">Facing History Civil Rights Investigations</a></li> <li>-<a href="#">Civil Rights Inquiry</a></li> <li>-Excerpts from “<i>In the Spirit of Crazy Horse</i>” by Peter Matthiessen</li> <li>-<i>A Time for Justice: America’s Civil Rights Movement</i> DVD Teaching Tolerance</li> <li>-<i>Viva La Causa: The Story of Cesar Chavez</i> DVD Teaching Tolerance</li> <li>-</li> </ul>

### LPS Social Studies Curriculum Unit Planner

Grade Level: 11

Unit Eight: The Sixties

Timeline: 7 blocks

**Unit Overview and Objective:** In this unit, students will analyze how the role of government changed in the lives of Americans. Students will evaluate the efficacy of the presidencies of Kennedy and Johnson and the programs these administrations put forth to meet the challenges of the new decade. Finally, students will extend their knowledge of the time period by evaluating the role of citizens in meeting these same challenges through the development of a counterculture.

**Theme(s):**

**1. Economic Prosperity and Equity**

- Analyze the causes and effects of downturns and expansions in the economy
- Evaluate government policies designed to restore stability to the economy
- Evaluate economic policies and reforms designed to promote fairness, security, and growth to the economy

**2. The struggle for freedom, equality, and social justice**

- Evaluate how individuals, groups, and institutions in the US have both promoted and hindered people’s struggle for freedom, equality, and social justice.

### 3. America's Role in World Affairs

-Evaluate the effectiveness of America's foreign policies that have been based on military intervention, diplomacy, and or participation in multilateral response.

<b>Compelling Questions</b>	<ol style="list-style-type: none"> <li>1. Is America the land of opportunity for all?</li> <li>2. What is the proper role of government in promoting freedom and equality?</li> </ol>
<b>Vocabulary</b> (Essential terms in bold)	<b>New Frontier, NASA, Bay of Pigs invasion, Berlin Wall, Cuban Missile Crisis, Test Ban Treaty, Peace Corps, War on Poverty, Economic Opportunity Act, Medicare, Medicaid, Immigration Act of 1965, Silent Spring, "One person, one vote", Miranda Rights, The New Left, Hippies, Sexual revolution, Drug use, rock and roll, counterculture</b>
<b>Teacher Notes</b>	<p>In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided supporting questions, or the development of student generated inquiry, should be connected to compelling questions in order to explore larger regional themes.</p> <p>It is equally important to consider this document as a "living document". If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.</p>

Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

#### **Priority Standards:**

**INQ 9-12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling questions

#### **Supporting Standards:**

**INQ 9-12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

[CCSS.ELA-LITERACY.RH.11-12.1](#)

#### **Key Strategies to address standards:**

-Image analysis

- Document analysis
- Brainstorm answers to compelling questions
- Currency, Relevancy, Authority, Accuracy, Purpose(C.R.A.A.P.) test for website evaluation

**Supporting Questions:**

1. Was JFK a great president?
2. What is the proper role of government in shaping American society?
3. What was the impact of the counterculture on American society?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that physical and human geography interact with history, economics and civic life to explain the life of people living in a region.

**Priority Standards:**

- HIST 9-12.4** Analyze how historical contexts shaped and continue to shape people's perspective
- HIST 9-12.8** Detect possible limitations in various kinds of historical evidence and differing secondary interpretations
- HIST 9-12.12** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past

**Supporting Standards:**

**ECO 9-12.1** Describe how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

**ECO 9-12.3** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

[CCSS.ELA-LITERACY.RH.11-12.1](#)

[CCSS.ELA-LITERACY.RH.11-12.2](#)

[CCSS.ELA-LITERACY.RH.11-12.7](#)

<p>Key Concepts/Content to be addressed:</p> <p>**Content can be used as a tool for addressing a particular line of inquiry (Supporting questions or compelling questions or both).</p> <p>Depth of content depends on its</p>	<p><b>Tumultuous Times:</b></p> <ul style="list-style-type: none"> <li>-The Age of Camelot (SQ1)</li> <li>Domestic record of JFK</li> <li>Foreign Affairs and crises</li> <li>The assassination of JFK and its impact</li> <li>-The Great Society(SQ2)</li> <li>The election of 1964 - issues and result</li> <li>Implementing the Great Society - programs and impacts</li> <li>The activism of the Warren Court (Court cases and the expansion of individual rights)</li> <li>-The Emergence of a Counterculture (SQ3)</li> <li>The cultural revolution of the baby boomers</li> </ul>
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relationship to the line of questioning established by the teacher and students.	Free speech movement and the generation gap Culture clash of Hippies and mainstream Americans
Instructional Strategies and Skills	<ul style="list-style-type: none"> <li>-Currency, Relevancy, Authority, Accuracy, Purpose(C.R.A.A.P.) test for website evaluation</li> <li>-Response group activities</li> <li>-Evidence based writing for understanding and persuasion</li> <li>-Experiential exercises</li> <li>-Reading for information</li> <li>-Social Studies skill builder activities</li> </ul>
Formative Performance Tasks  <b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b>	<ul style="list-style-type: none"> <li>-Presidential report card or argumentative essay</li> <li>-Counterculture vs Mainstream American conversation</li> <li>- Evaluation of developed questions (QFT - Question Formulation Technique)</li> <li>-Objective quizzes</li> <li>-Exit tickets - based around supporting questions</li> <li>-Debates on success or failure of Great Society</li> </ul>

Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources

Dimension 4: Communicating Conclusions: Student are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.

**Priority Standards:**

**INQ 9-12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims

**INQ 9-12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**INQ 9-12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place

<b>Supporting Standards:</b> <a href="#">CCSS.ELA-LITERACY.RH.11-12.3</a> <a href="#">CCSS.ELA-LITERACY.RH.11-12.7</a> <a href="#">CCSS.ELA-LITERACY.WHST.11-12.7</a>	
Summative Assessment/Extensions with evidence based claims  <b>***It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b>	<ul style="list-style-type: none"> <li>-Common Unit summative objective assessment</li> <li>-<i>Was JFK a great president?</i> Argumentative essay (TCI Chapter 48 Processing)</li> <li>-Did the Great Society fail? Debate (Unit 3 Appendix)</li> </ul>
Featured Sources	<ul style="list-style-type: none"> <li>- TCI History Alive! Pursuing American Ideals Chapters: 48, 49, 50</li> <li>-<a href="#">LBJ/Reagan Inquiry</a></li> <li>-<a href="#">Kennedy Library Interactive exhibits</a></li> <li>-<a href="#">Reading like an Historian Cuban Missile Crisis analysis lesson</a></li> </ul>

## LPS Social Studies Curriculum Unit Planner

Grade Level: 11

Unit Nine: Vietnam

Timeline: 8 blocks

**Unit Overview and Objective:** In this unit, students will investigate the causes, impacts, and lessons learned from US participation in the war in Vietnam. Students will recall information through a chronology of events leading up to the Americanization of the war, evaluate and analyze primary source documents and media in an attempt to develop a coherent understanding of the challenges faced in this conflict and finally students will synthesize information from diverse sources into a debate about the use of military intervention in foreign policy.

**Theme(s):**

**2. The Role of America in World Affairs**

-Evaluate the role of the US in preventing and responding to global human right issues

-Evaluate the effectiveness of America’s foreign policies that have been based on military intervention, diplomacy, and/or participation in a multilateral response.

<b>Compelling Questions</b>	1. What should be the current role of the United States in world affairs?
<b>Vocabulary</b> (Essential terms in bold)	First Indochina war, <b>Geneva Accords, Viet Cong, Gulf of Tonkin Resolution, Ho Chi Minh Trail, Americanization, War of attrition, Credibility Gap, Tet Offensive,</b> North Vietnamese Army, Army of the Republic of Vietnam, Agent Orange, Napalm, protest movement, <b>Vietnamization, My Lai Massacre, War Powers Resolution, Pentagon Papers,</b> Kent State Shootings, Boat people
<b>Teacher Notes</b>	<p>In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided supporting questions, or the development of student generated inquiry, should be connected to compelling questions in order to explore larger regional themes.</p> <p>It is equally important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</p>

Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:**

**INQ 6-8.1** Explain how a question represents key ideas in the field.

**Supporting Standards:**

**INQ 6-8.4** Explain how the relationship between supporting and compelling questions are mutually reinforcing

**Key Strategies to address standard:**

- Analyze images from Vietnam Memorial
- Image analysis to detect difficulties facing US military in fighting in Vietnam
- Conduct an oral history interview with someone impacted by the Vietnam War

**Supporting Questions:**

1. Why did the US increase its military involvement in Vietnam?
2. What made the Vietnam War difficult to win?
3. What lessons for Americans emerged from the Vietnam War?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that physical and human geography interact with history, economics and civic life to explain the life of people living in a region.

**Priority Standards:**

- HIST 9-12.4** Analyze how historical contexts shaped and continue to shape people's perspective
- HIST 9-12.8** Detect possible limitations in various kinds of historical evidence and differing secondary interpretations
- HIST 9-12.12** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past

**Supporting Standards**

- CIV 9-12.3** Evaluate how social and political systems in the United States promote civic virtues and democratic principles across different contexts, times, and places.

[CCSS.ELA-LITERACY.RH.11-12.1](#)

[CCSS.ELA-LITERACY.RH.11-12.2](#)

Key Concepts/Content to be addressed:

**Tumultuous Times:**

- Facing Frustration in Vietnam (SQ1)
- Three presidents increase involvement in Vietnam: Truman, Eisenhower, and Kennedy
- President Johnson escalates US involvement in Vietnam: Gulf of Tonkin incident and resolution
- The Americanization of the war
- Getting out of Vietnam (SQ2)
- Difficulties in fighting the war
- Strategies of US and Vietnamese
- Reasons for growing opposition to war: Hawks and Doves divide the nation
- 1968: A year of crisis

**\*\*Content can be used as a tool for addressing a particular line of inquiry (supporting questions or**

<p><b>compelling questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.</b></p>	<ul style="list-style-type: none"> <li>-Detente and policies of Nixon/Kissinger (SQ3)</li> <li>Policies of Nixon and attempts to reduce the war effort: Vietnamization and “peace with honor”</li> <li>Expansion of the war: Cambodia, My Lai, War Powers resolution and the Pentagon Papers</li> <li>The end of the war and its aftermath</li> <li>Lessons learned from Vietnam</li> </ul>
<p>Instructional Strategies and Skills</p>	<ul style="list-style-type: none"> <li>-Question formulation technique (QFT) - Formulating questions based on an image or other “focus”</li> <li>-Experiential activities</li> <li>-Artifact analysis</li> <li>-Historical interpretation analysis</li> <li>-Debate strategies/techniques</li> <li>-Reading for information</li> <li>-Collaborative groups skills</li> </ul>
<p>Formative Performance Tasks</p> <p><b>It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>-National security meeting to “advise” president Johnson</li> <li>-Debate on escalation of American involvement in war</li> <li>-Group work = document analysis/image analysis of events and memories of war</li> <li>-Exit tickets - based on supporting questions</li> <li>-Political cartoon creation = challenges of the war</li> </ul>

Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources

Dimension 4: Communicating Conclusions: Student are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.

**Priority Standards:**

-**INQ 9-12.7** Evaluate the credibility of a source by examining how experts value the sources.

-**INQ 9-12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection

**Supporting Standards:**

[CCSS.ELA-LITERACY.RH.11-12.8](#)

[CCSS.ELA-LITERACY.RH.11-12.2](#)

<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>-Unit objective assessment including vocabulary terms and key concepts</li> <li>-Create a new memorial for Vietnam War</li> <li>-Write an alternative history of the 1960s</li> </ul>
<p>Featured Sources</p>	<ul style="list-style-type: none"> <li>-TCI Textbook <i>Pursuing American Ideals</i> Sections 51,52,53</li> <li>-Choices: The Vietnam war</li> <li>-Dear America: Letters Home from Vietnam DVD</li> <li>-"Declassified" Viet Cong (TV Episode 2006)</li> </ul>

	-President Johnson's speech at John's Hopkins University (Unit 4 Appendix)
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## LPS Social Studies Curriculum Unit Planner

Level: 11th

Unit Ten: The Seventies

Timeline: 6 blocks

**Unit Overview and Objective:** In this unit, students will explore the social, political and economic changes that defined the 1970s as the “me decade”. Students will begin by investigating the rise and fall of Richard Nixon and social and political implications of the Watergate scandal. Students will create and interpret a graph of Nixon’s presidential approval ratings to make conclusions about the causes of his rise to and fall from power. Finally, students will read and analyze to create time capsules that reflect the politics and society in the 1970s in an effort to synthesize key content from the time capsules to characterize the 1970s as a historical period.

**Theme(s):****1. Economic Prosperity and Equity**

- Analyze the causes and effects of downturns in the economy
- Evaluate government policies and programs designed to restore stability to the economy

**2. The Role of America in World Affairs**

- Evaluate the role of the US in preventing and responding to global human right issues
- Evaluate the effectiveness of America’s foreign policies that have been based on military intervention, diplomacy, and/or participation in a multilateral response.

**3. The Impact of Science and Technology on Society**

- Evaluate how science and technology changed everyday life for Americans
- Analyze how society reacted to environmental challenges over the past century

**Compelling Questions**

1. Is America the land of political, economic, and social opportunity?
2. What should be the current role of the US in world affairs?
3. How do historians characterize a decade?

**Vocabulary**  
(Essential terms in bold)

**New Federalism, Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Family Assistance Plan, energy crisis, détente, Strategic Arms Limitations Treaty (SALT), Watergate scandal, plurality, revenue sharing, stagflation, realpolitik, special prosecutor, subpoena, executive privilege, Organization of Petroleum Exporting Countries (OPEC), National Energy Act, Camp David Accords, Earth Day, Clean Water Act, Safe Drinking Water Act, Three Mile Island accident, National Women’s Political Caucus, Rustbelt, bicentennial, tax credit, acid rain, male chauvinist, comparable worth, birth dearth, WASP, ethnicity**

<p><b>Teacher Notes</b></p>	<p>In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided supporting questions, or the development of student generated inquiry, should be connected to compelling questions in order to explore larger regional themes.</p> <p>It is equally important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</p>
<p>Dimension 1: Developing Disciplinary Questions: Students are expected to look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.</p>	
<p><b>Priority Standards:</b></p> <p><b>INQ 9-12.2</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling questions</p> <p><b>Supporting Standards:</b></p> <p><b>INQ 9-12.5</b> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources</p> <p><a href="#">CCSS.ELA-LITERACY.RH.11-12.1</a></p>	
<p><b>Key Strategies to address standards:</b></p> <ul style="list-style-type: none"> <li>-Image analysis</li> <li>-Document analysis</li> <li>-Brainstorm answers to compelling questions</li> <li>-Currency, Relevancy, Authority, Accuracy, Purpose(C.R.A.A.P.) test for website evaluation</li> </ul>	
<p><b>Supporting Questions:</b></p> <ol style="list-style-type: none"> <li>1. What events influenced Richard Nixon’s rise to and fall from power?</li> <li>2. How should historians characterize the 1970s</li> </ol>	
<p>Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that physical and human geography interact with history, economics and civic life to explain the life of people living in a region.</p>	
<p><b>Priority Standards:</b></p> <p><b>-HIST 9-12.2</b> Analyze change and continuity in historical eras.</p>	

**-HIST 9-12.11** Analyze multiple and complex causes and effects of events in the past.

**-HIST 9-12.12** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

**Supporting Standards:**

**CIV 9-12.2** Evaluate the effectiveness of citizens and institutions in solving social and political problems.

**ECO 9-12.3** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

[CCSS.ELA-LITERACY.RH.11-12.1](#)

[CCSS.ELA-LITERACY.RH.11-12.2](#)

[CCSS.ELA-LITERACY.RH.11-12.7](#)

<p>Key Concepts/Content to be addressed:</p> <p><b>**Content can be used as a tool for addressing a particular line of inquiry (supporting questions or compelling questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.</b></p>	<ul style="list-style-type: none"> <li>-The Rise and Fall of Richard Nixon (SQ1)</li> <li>The election of 1968</li> <li>Nixon’s domestic policies: New Federalism and its effects</li> <li>Nixon’s foreign policies: Detente and Realpolitik and their effects</li> <li>The Watergate Scandal</li> <li>Legacy of Watergate</li> <li>-Politics and Society in the “Me Decade”(SQ2)</li> <li>President Ford and his domestic policy attempts to “heal” America</li> <li>President Carter and his policy attempts to better America</li> <li>President Carter’s foreign policy approach and its impacts</li> <li>The Environmental movement</li> <li>Women’s continued struggle for equality</li> <li>New technology changes the country</li> <li>Demographic shifts in the 1970s, the baby bust</li> <li>Daily life in the 1970s</li> </ul>
<p>Instructional Strategies and Skills</p>	<ul style="list-style-type: none"> <li>-Currency, Relevancy, Authority, Accuracy, Purpose(C.R.A.A.P.) test for website evaluation</li> <li>-Response group activities</li> <li>-Evidence based writing for understanding and persuasion</li> <li>-Experiential exercises</li> </ul>

	<ul style="list-style-type: none"> <li>-Reading for information</li> <li>-Social Studies skill builder activities</li> </ul>
<p>Formative Performance Tasks</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>- Evaluation of developed questions (QFT - Question Formulation Technique)</li> <li>-Objective quizzes</li> <li>-Exit tickets - based around supporting questions</li> <li>-Graph of Nixon’s approval ratings</li> <li>-Time capsule and artifact collection of the 1970s</li> <li>-Epitaph for Richard Nixon</li> </ul>
<p>Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources</p> <p>Dimension 4: Communicating Conclusions: Student are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.</p>	
<p><b><u>Priority Standards:</u></b></p> <p><b>INQ 9-12.8</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p><b>INQ 9-12.9</b> Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p><b>INQ 9-12.15</b> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p><b><u>Supporting Standards:</u></b></p> <p><a href="#">CCSS.ELA-LITERACY.RH.11-12.3</a></p> <p><a href="#">CCSS.ELA-LITERACY.RH.11-12.7</a></p> <p><a href="#">CCSS.ELA-LITERACY.WHST.11-12.7</a></p>	
<p>Summative Assessment/Extensions with evidence based claims</p>	<ul style="list-style-type: none"> <li>-Common Unit Objective Assessment</li> <li>-Document Based Question on power of the executive through New York Times v the US (Unit 5 Appendix)</li> </ul>

<p><b>****It is important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	
<p>Featured Sources</p>	<p>-TCI <i>Pursuing American Ideals</i> Chapters 54, 55</p> <p>-<a href="#">Nixon presidential library</a> - Virtual</p> <p>-1970’s You Tube Clips: Crying Indian Commercial, Saturday Night Fever intro, Soul Train</p>

### LPS Social Studies Curriculum Unit Planner

Grade Level: 11

Unit Eleven: The Reagan Revolution

Timeline: 7 blocks

**Unit Overview and Objective:** In this unit, students will begin by analyzing a political debate in order to identify the differences between liberal and conservative political viewpoints. Students will then investigate the supporting question: Was the Reagan Revolution good for the nation? In an attempt to understand the effects of the Reagan Revolution on the American economy and society. Finally, students will examine political cartoons commenting on foreign policy during the Reagan era and create political cartoons illustrating whether they believe the effects of Reagan’s foreign policy actions were mostly positive or mostly negative.

#### Theme(s):

##### 1. Economic Prosperity and Equity

- Analyze the causes and effects of downturns and expansions in the economy
- Evaluate government policies designed to restore stability to the economy
- Evaluate economic policies and reforms designed to promote fairness, security, and growth to the economy

##### 2. The Role of America in World Affairs

- Evaluate the role of the US in preventing and responding to global human right issues
- Evaluate the effectiveness of America’s foreign policies that have been based on military intervention, diplomacy, and/or participation in a multilateral response.

<b>Compelling Questions</b>	<p>1. Is America the land of political, economic, and social opportunity for all?</p> <p>2. What is the proper role of government in promoting economic prosperity?</p>
<b>Vocabulary</b> (Essential terms in bold)	<p><b>Strategic Defense Initiative (SDI), Reagan Doctrine, Sandinistas, Contras, Palestine Liberation Organization (PLO), Iran-Contra Affair, nuclear freeze movement, Intermediate-Range Nuclear Forces Treaty (INF Treaty), nation-state, mixed economy, Reagan Revolution, Moral Majority, New Right, supply-side economics, New Jersey v. T.L.O., National Rainbow Coalition, evangelical, block grant, deregulation, federal budget deficit, national debt, HIV/AIDS, undocumented immigrant</b></p>
<b>Teacher Notes</b>	<p>In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided Supporting questions, or the development of student generated inquiry, should be connected to compelling questions in order to explore larger regional themes.</p> <p>It is equally important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</p>
<p>Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.</p>	
<p><b><u>Priority Standards:</u></b></p> <p><b>INQ 9-12.1</b> Explain how a question reflects an enduring issue in the field</p> <p><b><u>Supporting Standards:</u></b></p> <p><b>INQ 9-12.2</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p>	
<p><b><u>Key Strategies to address standard:</u></b></p> <ul style="list-style-type: none"> <li>-Question formulation technique = generate further questions based on “Question Focus” (Qfocus) on “America’s role in world affairs”</li> <li>-Artifact/image analysis</li> <li>-Point of view exercise with political spectrum</li> </ul>	

**Supporting Questions:**

1. Was the Reagan revolution good for the nation?
2. Were the effects of President Reagan's foreign policy actions mostly positive or mostly negative?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that physical and human geography interact with history, economics and civic life to explain the life of people living in a region.

**Priority Standards:**

**HIST 9-12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9-12.3** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**HIST 9-12.11** Analyze multiple and complex causes and effects in the past.

**Supporting Standards:**

**CIV 9-12.3** Evaluate how social, political systems in the US promote civic virtues and democratic principles across different contexts, times, and places

**GEO 9-12.1** Use maps and other geographic representations to analyze the relationships between locations of places and their political, cultural, and economic history.

[CCSS.ELA-LITERACY.RH.11-12.1](#)

[CCSS.ELA-LITERACY.W.11-12.1](#)

Key Concepts/Content to be addressed:

\*\*Content can be used as a tool for addressing a particular line of inquiry (supporting questions or compelling questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.

**The Making of Modern America:**

-A shift to the right under Reagan (SQ1)  
 Election of 1980 - triumph of the conservative coalition  
 Reagan's economic policies - supply-side economics and deregulation  
 Reagan's social policies  
 Immigration reform

-Ending the Cold War (SQ2)  
 Reagan's foreign policy - a return to containment  
 Middle East politics and the Iran-Contra scandal  
 The changing Soviet Union  
 Fall of communism in USSR

<p>Instructional Strategies and Skills</p>	<ul style="list-style-type: none"> <li>-Currency, Relevancy, Authority, Accuracy, Purpose(C.R.A.A.P.) test for website evaluation</li> <li>-Response group activities</li> <li>-Evidence based writing for understanding and persuasion</li> <li>-Experiential exercises</li> <li>-Reading for information</li> <li>-Social Studies skill builder activities</li> </ul>
<p>Formative Performance Tasks</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>- Evaluation of developed questions (QFT - Question Formulation Technique)</li> <li>-Objective quizzes</li> <li>-Exit tickets - based around supporting questions</li> <li>-“Across Fire” debate</li> <li>-Political cartoon analysis</li> <li>-Political cartoon creation which reflect point of view on supporting question</li> </ul>

Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources

Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.

**Priority Standards:**

**INQ 9-12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide selection.

**INQ 9-12.11** Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

**Supporting Standards:**

[CCSS.ELA-LITERACY.RH.11-12.1](#)

[CCSS.ELA-LITERACY.RH.11-12.3](#)

[CCSS.ELA-LITERACY.W.11-12.1](#)

<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>-Common summative assessment with document based response/argumentative writing</p>
<p>Featured Sources</p>	<p>-TCI Pursuing American Ideals Chapters 56,57</p> <p><a href="#">-NBC news video of Berlin Wall falling</a></p> <p>-Political cartoons of Reagan policies (Unit 8 Appendix)</p>

## LPS Social Studies Curriculum Unit Planner

Grade Level: 11

Unit Twelve: Framing the Present

Timeline: 8 blocks

**Unit Overview and Objective:** In this unit, students will analyze key domestic policies of the Bush, Clinton, and Bush administrations and evaluate the extent to which each president fulfilled his domestic policy goals. Students will also analyze, assess, and debate U.S. foreign policy actions of the post–Cold War era and debate what form U.S. foreign policy should take, now and in the future, to respond to a variety of global circumstances. Finally, students will analyze primary and secondary sources to better understand how the events of 9/11 posed challenges to preserving the nation’s founding ideals and synthesize key content to write an opinion regarding how best to preserve one of the founding ideals in the aftermath of 9/11.

**Theme(s):****1. Economic Prosperity and Equity**

- Analyze the causes and effects of downturns and expansions in the economy
- Evaluate government policies designed to restore stability to the economy
- Evaluate economic policies and reforms designed to promote fairness, security, and growth to the economy

**2. The Role of America in World Affairs**

- Evaluate the role of the US in preventing and responding to global human right issues
- Evaluate the effectiveness of America’s foreign policies that have been based on military intervention, diplomacy, and/or participation in a multilateral response.

**3. The struggle for freedom, equality, and social justice**

- Evaluate how individuals, groups, and institutions in the US have both promoted and hindered people’s struggle for freedom, equality, and social justice.
- Analyze how the concept of the “American Dream” has changed and how various groups have endeavored to reach this goal over time.

**Compelling Questions**

1. Is America the land of opportunity for all?
2. How do Americans define freedom and equality and how have these conceptions changed over time?
3. What is the proper role of government in promoting freedom and equality?
4. What should be the current and future role of the United States in world affairs?

**Vocabulary  
(Essential terms in bold)**

**compassionate conservatism, New Democrat, Americans with Disabilities Act (ADA), savings and loan crisis, Contract with America, Temporary Assistance to Needy Families (TANF), Bush v. Gore, No Child Left Behind Act (NCLB), political base, electorate, universal health care,**

	<p><b>midterm election</b>, Internet, World Wide Web, legitimacy, accountability, <b>European Union (EU)</b>, <b>Persian Gulf War</b>, <b>North American Free Trade Agreement (NAFTA)</b>, <b>World Trade Organization (WTO)</b>, <b>al Qaeda</b>, <b>war on terrorism</b>, <b>Taliban</b>, ethnic cleansing, humanitarian aid, nation building, <b>trade deficit</b>, <b>free-trade zone</b>, weapons of mass destruction (WMD), <b>neoconservative</b>, <b>Department of Homeland Security (DHS)</b>, <b>USA Patriot Act</b>, <b>Rasul v. Bush</b>, <b>Hamdan v. Rumsfeld</b>, <b>Military Commissions Act of 2006</b>, <b>racial profiling</b>, <b>passport</b>, <b>visa</b>, threat level, <b>warrantless surveillance</b>, <b>unlawful enemy combatant</b>, <b>military commission</b></p>
<p><b>Teacher Notes</b></p>	<p>In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided supporting questions, or the development of student generated inquiry, should be connected to compelling questions in order to explore larger regional themes.</p> <p>It is equally important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</p>
<p>Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.</p>	
<p><b><u>Priority Standards:</u></b></p> <p><b>INQ 9-12.2</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p><b><u>Supporting Standards:</u></b></p> <p><b>INQ 9-12.1</b> Explain how a question reflects an enduring issue in the field.</p>	
<p><b><u>Key Strategies to address standard:</u></b></p> <ul style="list-style-type: none"> <li>-Primary and secondary source analysis - summarizing and paraphrasing</li> <li>- Role play/debate</li> <li>-Image analysis</li> </ul>	
<p><b><u>Supporting Questions:</u></b></p> <ol style="list-style-type: none"> <li>1. To what extent did George HW Bush, Bill Clinton, and George W Bush fulfill their domestic policy goals?</li> <li>2. How well did US foreign policy decisions meet the challenges of post-Cold War era?</li> <li>3. What debates have arisen since 9/11 about how to balance security while preserving American ideals?</li> </ol>	
<p>Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that physical and human geography interact with history, economics and civic life to explain the life of people living in a region.</p>	
<p><b><u>Priority Standards:</u></b></p>	

**HIST 9-12.2** Analyze change and continuity in historical eras

**HIST 9-12.3** Analyze complex and interacting factors that influence the perspectives of people during different historical eras

**Supporting Standards:**

**HIST 9-12.11** Analyze multiple and complex causes and effects of events in the past.

**HIST 9-12.12** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

**ECO 9-12.6** Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations

**GEO 9-12.4** Evaluate how globalization, competition for scarce resources, and human migration contribute to conflict and cooperation among countries.

[CCSS.ELA-LITERACY.RH.11-12.1](#)

[CCSS.ELA-LITERACY.W.11-12.1](#)

<p>Key Concepts/Content to be addressed:</p> <p>**Content can be used as a tool for addressing a particular line of inquiry (supporting questions or compelling questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.</p>	<p><b>The Making of Modern America:</b></p> <ul style="list-style-type: none"> <li>-Domestic policies at the turn of the 21st centuries (SQ1)</li> <li>Compassionate Conservatives and New Democrats</li> <li>President Bush’s domestic policies - a continuation of Reagan?</li> <li>Election of 1992</li> <li>President Clinton legislative wins and losses</li> <li>Election of 2000</li> <li>Legislative wins and losses under George W. Bush</li> <li>-US foreign policy in the post-cold war era (SQ2)</li> <li>Negotiating with the former Soviet Union</li> <li>Building new ties in Europe</li> <li>Confronting dictators</li> <li>Persian Gulf War</li> <li>Ending genocide in Yugoslavia and ignoring it in Rwanda</li> <li>Addressing human suffering in the world</li> <li>Managing global trade</li> <li>Fighting terrorism and the attacks on 9/11</li> <li>Iraq and Afghan war</li> </ul>
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	<p>-9/11 and its aftermath: Debating America’s founding ideals (SQ3)</p> <p>Immediate impact of 9/11</p> <p>Attempting to safeguard equality and preserving opportunity with legislation</p> <p>New departments attempt to secure liberty and protect rights</p> <p>The Bush Doctrine and defending democracy abroad</p>
<p>Instructional Strategies and Skills</p>	<ul style="list-style-type: none"> <li>-Political cartoon analysis</li> <li>-Primary source analysis and evaluation</li> <li>-Response group activities</li> <li>-Evidence based writing for understanding and persuasion</li> <li>-Experiential exercises</li> <li>-Reading for information</li> <li>-Social Studies skill builder activities</li> </ul>
<p>Formative Performance Tasks</p> <p><b>****It is important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>-Exit tickets based on supporting questions</li> <li>-Visual discovery activity of post-Cold War foreign policy challenges</li> <li>-Fictional conversation between presidents</li> <li>-“Trophies” for best and worst post-cold war foreign policies</li> <li>- Evaluation of developed questions (QFT - Question Formulation Technique)</li> <li>-Objective quizzes</li> </ul>

Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources

Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.

**Priority Standards:**

**INQ 9-12.6** Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9-12.11** Construct explanations using reasoning, correct sequences, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weakness of the explanation given its purpose.

**Supporting Standards:**

**INQ 9-12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

[CCSS.ELA-LITERACY.RH.11-12.4](#)

[CCSS.ELA-LITERACY.RH.11-12.7](#)

[CCSS.ELA-LITERACY.WHST.11-12.1](#)

[CCSS.ELA-LITERACY.WHST.11-12.7](#)

<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>****It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>-Unit summative objective assessment with document based argumentative writing</p> <p>-Extended response about how the nation might best preserve one of the founding ideals in the aftermath of 9/11</p>
<p>Featured Sources</p>	<p>- TCI History Alive! Pursuing American Ideals Chapters: 58,59,60</p> <p>-Newspapers from 9/11/2001</p> <p>-Oral history of 9/11</p>