

# Blackhawk School District

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## CURRICULUM

Course Title:	Recent American History
Course Number:	0239
Grade Level(s):	10-12
Length of Period:	42 Minutes
Length of Course:	Semester
Faculty Author(s):	Jason Farone
Date:	November 2012

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### **SOCIAL STUDIES MISSION:**

The purpose for learning social studies is to prepare students to be responsible, productive citizens who possess an awareness of local, regional and global issues. Students will use problem-solving, critical thinking and analytical skills based upon knowledge of the past in order to successfully impact the present and the future. By building a frame of reference, students will learn to understand and appreciate overarching concepts in literature, film, art and science.

### **COURSE DESCRIPTION:**

This course will provide an in-depth study of U.S. History and culture from the end of WWII and ending with the 1980s. Major emphasis will be on political issues, foreign affairs, changes in our society and popular culture. Topics will include: Cold War, Civil Rights Movement, Impact of Television, Vietnam, Rebellion in the 1960's, Watergate Scandal, and Worldwide Terrorism.

**Text:** *A Book of the Unites States since 1945*, Scholastic Inc.

### **PA Common Core Standards for Reading and Writing in Social Studies:**

Pennsylvania Department of Education has released standards that describe what students in the social studies classroom should know and be able to do with the English language in reading and writing, grade 6 through 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, Blackhawk School District has used them to develop this social studies curriculum.

The standards for Reading are available at:

[http://static.pdesas.org/content/documents/PA\\_Common\\_Core\\_Standards\\_for\\_Reading\\_in\\_History\\_and\\_Social\\_Studies\\_8-7-12.pdf](http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Reading_in_History_and_Social_Studies_8-7-12.pdf)

The standards for Writing are available at:

[http://static.pdesas.org/content/documents/PA\\_Common\\_Core\\_Standards\\_for\\_Writing\\_in\\_History\\_and\\_Social\\_Studies\\_8-7-12.pdf](http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Writing_in_History_and_Social_Studies_8-7-12.pdf)

## **ESSENTIAL QUESTIONS:**

Essential questions are the heart of the curriculum. Essential questions are conceptual commitments that teachers will use to guide instructional decision-making. In addition, they are kid friendly so that students can easily understand them. Essential questions are meant to be shared with students in either discussion or posting in the classroom.

Essential questions provide the focus for teaching and learning. The following are the Essential Questions for this class:

### **TRUMAN**

**Why is it that Truman left with a 23% approval rating but now he is considered one of the top five presidents?**

### **EISENHOWER**

**Why was the 1950's such an easy going decade for white suburbia America?**

**What seeds were being planted of the upheaval of the 1960's?**

### **JFK**

**Why is JFK considered a great president? Did he do enough to merit that distinction?**

### **JOHNSON**

**Can you understand how Johnson could have been a great president if it weren't for Vietnam?**

### **NIXON**

**How did Watergate unravel an otherwise positive presidency (really, it was!)**

### **FORD**

**How was Ford's 2 year presidency reevaluated as a positive presidency after his death in 2006?**

### **CARTER**

**What problems did Carter have as a president? Did he even have a chance to succeed?**

### **REAGAN**

**How can Reagan be considered a great president by some but a negative president by others?**

### **BUSH**

**How can a president with a 92% approval rating at one point of his term lose the election?**

Assessing Essential questions is key to a robust curriculum. If Essential Questions are the focal point of learning, how then do we assess students? The following is an overview of recommended assessments to the Essential Questions. In addition, Differentiated learning opportunities are embedded as well (noted by DI)

#### ASSESSMENT METHODS

1. Class Discussion and Group Activity each chapter
2. End of the year review activity
3. Review Activity – Graphic Organizer
4. Essay testing on the final

#### **ROBUST VOCABULARY:**

Robust vocabulary words are Tier 2 words, meaning that they are complex, powerful, and generalizable. Robust vocabulary words support language development of both lower and high level learners. In addition, robust vocabulary instruction helps prepare students for SATs, upper level high school classes, and college. “Studies showed that robust instruction was quite effective not only for learning the meanings of words but also for affecting reading comprehension.” (p. 2 *Bringing Words to Life*)

Teachers are asked to commit to teaching and students USING these words throughout the entire year. Using a variety of instructional strategies, students will learn the meaning of these words in a deep and meaningful way in this content and across other content areas.

The Robust Vocabulary for this class are: **TBD**

COURSE OUTLINE PROPOSED TIME RESOURCES	OBJECTIVES (PA standard)	LESSON REFLECTION (for future revisions)
	<p><b>HISTORICAL AND SOCIAL SCIENCES ANALYSIS SKILLS</b></p> <p>The skills noted below are skills that students need to practice using to fully understand the concepts found in the social sciences. These general skills should be applied when teaching the content standards. Students should be able to demonstrate the following intellectual, reasoning, reflection, and research skills:</p> <p><b>Chronological and Spatial Thinking</b></p> <ol style="list-style-type: none"> <li>1. Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</li> <li>2. Analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics, but also values and beliefs.</li> <li>3. Use a variety of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.</li> <li>4. Relate current events to the physical and human characteristics of places and regions.</li> </ol> <p><b>Historical Research, Evidence, and Point of View</b></p> <ol style="list-style-type: none"> <li>1. Distinguish valid arguments from fallacious arguments in historical interpretations.</li> <li>2. Identify bias and prejudice in historical interpretations.</li> <li>3. Evaluate major debates among historians concerning alternative interpretations of the past, including analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.</li> <li>4. Construct and test hypothesis; collect, evaluate, and employ information from multiple primary and secondary sources; apply it in oral and written presentations.</li> </ol> <p><b>Historical Interpretation</b></p> <ol style="list-style-type: none"> <li>1. Show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.</li> <li>2. Recognize the complexity of historical cause and effects, including the limitations on determining the cause and effect.</li> <li>3. Interpret past events and issues within context in which an event unfolded rather than solely in terms of present-day norms and values.</li> <li>4. Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.</li> <li>5. Analyze human modifications of landscapes and examine the resulting environmental policy issues.</li> <li>6. Conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.</li> <li>7. Relate current events to the physical and human characteristics of past events on places and regions.</li> </ol>	

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	<p><b>During this course, the following PA standards will be taught to:</b></p> <p>8.1.9.A Understand and begin to analyze and evaluate chronological thinking (difference between past, present, future, sequential order of historical narrative, data presented in time lines, continuity and change, and context for events).</p> <p>8.1.9 C Analyze historical interpretations of events.</p> <p>8.1.9 D Analyze and interpret historical research.</p> <p>8.2.12.D Identify and evaluate conflict and cooperation among social groups and organizations in Pennsylvania history from 1890 to Present.</p> <p>8.2.12C Identify and evaluate how continuity and change have influenced Pennsylvania history from the 1890s to Present.</p> <p>8.3.12 B Identify and analyze primary documents, material artifacts and historic sites important in US history from 1890 to present.</p> <p>8.3.12 C Evaluate how continuity and change has influenced US history from 1890 to Present.</p> <p>8.3.12 D Identify and evaluate conflict and cooperation among social groups and organizations in US history (1890-present).</p> <p>8.4.12 A Analyze the significance of individuals and groups who made major political and cultural contributions to world history since 1450.</p> <p>8.4.12 B Evaluate historical documents, material artifacts and historic sites important to world history since 1450.</p> <p>7.1.12 B Analyze the location of places and regions.</p> <p>5.1.12 F Analyze and assess the rights of the people as found in the Constitution of US.</p> <p>5.4.12 A Analyze the impact of international economic, technological and cultural developments on the government of the United States.</p> <p>5.4.12 B Analyze the United States' interaction with other nations and governmental groups in world events.</p> <p>5.4.12 D Explain how foreign policy is developed and implemented.</p> <p>5.4.12 E Compare the purposes and functions of governmental organizations.</p>	

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<p><b>The Postwar World Takes Shape (1945-1949) (10 days)</b></p> <ul style="list-style-type: none"> <li>a. WWII comes to an end</li> <li>b. Reconversion America</li> <li>c. The Cold War Begins</li> <li>d. The Presidential Election of 1948</li> </ul> <p><b>Resources:</b> Text Teacher Generated Materials</p>	<p><b>A. Harry S. Truman – Democrat 1945-1952</b></p> <ol style="list-style-type: none"> <li>1. Discuss the process involved in the decision to drop the atomic bomb on Hiroshima and Nagasaki.</li> <li>2. Examine the causes of conflict with the Soviet Union during and after World War II, which led to the Cold War (1945-1991).</li> <li>3. Describe the challenges of post-war economic transformation both home and abroad (Marshall Plan).</li> <li>4. Understand the rise of the Dixiecrats and their impact in the results of the 1948 presidential election.</li> <li>5. Identify causes of the Korean War and evaluate the relationship between General Douglas MacArthur and President Harry Truman.</li> <li>6. Examine the rise of Senator Joseph McCarthy and the Red Scare of the 1950’s known as McCarthyism.</li> <li>7. Re-evaluate the significance of President Truman’s administration as compared to unpopular views held in 1952.</li> </ol>	
<p><b>The Age of Anxiety (10 days)</b></p> <ul style="list-style-type: none"> <li>a. Cold War in Asia</li> <li>b. Enemies Within</li> <li>c. War in Korea</li> <li>d. Television Comes of Age</li> <li>e. Literature: The Individual and Society</li> </ul> <p><b>Resources:</b> Text Videos / DVDs Teacher-Generated Materials</p> <p><b>A General in the White House (10 days)</b></p> <ul style="list-style-type: none"> <li>a. Eisenhower Style</li> <li>b. “New Look” Foreign and Domestic Policies</li> <li>c. The Domestic Scene</li> <li>d. The Triumph of Mass Culture</li> </ul> <p><b>Resources:</b> Text Videos / DVDs Teacher-Generated Materials</p>	<p><b>B. Dwight D. Eisenhower – Republican 1952-1960</b></p> <ol style="list-style-type: none"> <li>1. Explain the political consequences of Eisenhower choosing Richard M. Nixon as a Vice-Presidential candidate. Identify factors, which resulted in Eisenhower’s landslide victory over Adlai Stevenson in 1952 and 1956.</li> <li>2. Describe the conclusion of McCarthyism and its impact on American Society.</li> <li>3. Discuss the end of the Korean War. Analyze the concept of “limited war” in the framework of Cold War politics.</li> <li>4. Understand the growth of American suburban culture. Explain the indoctrination of 1950s suburban culture on American society.</li> <li>5. Examine the impact of television and musical trends on American culture during the 1950’s.</li> <li>6. Analyze the relationship between Eisenhower and Khrushchev. Recognize the impact of the “Kitchen Debates”, Sputnik, the U-2 Spyplane Incident, and ongoing nuclear proliferation.</li> <li>7. Evaluate judicial consequences of <u>Brown v. Board of Education</u> and the Civil Rights’ Movement. Describe Eisenhower’s actions in the Little Rock Crisis.</li> </ol>	

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<p><b>America on the Spot (10 days)</b></p> <ul style="list-style-type: none"> <li>a. Sputnik’s Impact</li> <li>b. Foreign Affairs: Groping for Accommodation</li> <li>c. Domestic Events: Hope and Turmoil</li> <li>d. More Cultural Change</li> </ul> <p><b>Resources:</b> Text Videos / DVDs Teacher-Generated Materials</p>		
<p><b>A Torch is Passed (15 days)</b></p> <ul style="list-style-type: none"> <li>a. JFK and Presidential Power</li> <li>b. Continuing the Cold War</li> <li>c. Defense Strategy</li> <li>d. Promises to Keep</li> <li>e. Death of a President</li> </ul> <p><b>Resources:</b> Text Videos DVDs Teacher-Generated Materials Student Projects</p>	<p><b>C. John F. Kennedy – Democrat 1960 – 1963</b></p> <ol style="list-style-type: none"> <li>1. Examine factors involved in Kennedy’s victory over Richard M. Nixon in the presidential election of 1960.</li> <li>2. Analyze Kennedy’s NEW FRONTIER policy and the social agenda of his presidency.</li> <li>3. Understand the failure of the Bay of Pigs Invasion and its political blowback.</li> <li>4. Synthesize Kennedy’s options in removing Soviet missiles from Cuba. Understand the conclusion to the Cuban Missile Crisis.</li> <li>5. Discuss events in the Deep South (e.g., Freedom Riders and racial tensions in Birmingham, Alabama). Identify factors which caused Kennedy to initiate Civil Rights legislation.</li> <li>6. Reevaluate facts and conspiracies surrounding the assassination of President Kennedy.</li> </ol>	
<p><b>Johnson Years (10 days)</b></p> <ul style="list-style-type: none"> <li>a. From Pedernales to Dallas</li> <li>b. The Domestic Scene</li> <li>c. Vietnam Quagmire</li> <li>a. 1968: The Year Things Fell Apart</li> </ul> <p><b>Resources:</b> Text Videos DVDs Teacher-Generated Materials</p>	<p><b>D. Lyndon Baines Johnson – Democrat 1963 – 1968</b></p> <ol style="list-style-type: none"> <li>1. Identify Johnson’s successful legislative agenda for the late president Kennedy.</li> <li>2. Recognize Johnson’s War on Poverty, and resulting federal programs of The Great Society.</li> <li>3. Analyze the origins of America’s involvement in Vietnam, tracing back key events to the Eisenhower Administration.</li> <li>4. Describe the escalation of hostilities in Southeast Asia and the failure of American military policy there.</li> <li>5. Understand the rise of the Counterculture in America, focusing on the growing voice of women, migrant workers, militant civil rights, and anti-war protestors.</li> <li>6. Comprehend the significance of the year 1968 (e.g., The Offensive in Vietnam, LBJ’s decision not to run for re-election, riots in Chicago during the Democratic Convention, and the deaths of Robert F. Kennedy and Martin Luther King).</li> </ol>	

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<p><b>Comeback of a Conservative (5 days)</b></p> <ul style="list-style-type: none"> <li>a. Polarization Politics</li> <li>b. A Programmatic Domestic Program</li> <li>c. The Widening Generation Gap</li> <li>d. A Change of Directions in Foreign Policy</li> <li>e. 1972 Election Campaign</li> </ul> <p><b>Resources:</b> Text Videos Teacher-Generated Materials</p> <p><b>Watergate Scandal and Its Aftermath (5 days)</b></p> <ul style="list-style-type: none"> <li>a. A Crisis of Faith</li> <li>b. The urge to Reform</li> <li>c. Patching up the Economy</li> <li>d. Troubles Abroad</li> <li>e. Women and Minorities</li> <li>f. 1976 Election</li> </ul> <p><b>Resources:</b> Text Teacher-Generated Materials</p>	<p><b>E. Richard M. Nixon – Republican 1968 – 1974</b></p> <ol style="list-style-type: none"> <li>1. Examine factors involved in Richard Nixon’s victory over Hubert Humphrey in the 1968 presidential election.</li> <li>2. Recognize Nixon’s policies in Vietnam including the invasion of Cambodia and Vietnamization.</li> <li>3. Discuss the effects of Vietnam on American society with special focus on the Kent State shootings.</li> <li>4. Analyze Nixon’s foreign policy successes (e.g., visiting the People’s Republic of China, negotiating the SALT Treaty with Soviet Union, and the policy of Détente).</li> <li>5. Explore Nixon’s persona which resulted in the corruption of Presidential power and the downfall of a president (e.g., Watergate).</li> <li>6. List the events of Watergate leading up to the resignation of President Nixon.</li> </ol> <p><b>F. Gerald R. Ford – Republican 1974 – 1976</b></p> <ol style="list-style-type: none"> <li>1. Examine the factors involved in Ford’s becoming the “Accidental President”.</li> <li>2. Discuss the pardoning on Nixon by President Ford and the loss of faith by the American public in the Executive office.</li> <li>3. Recognize foreign events during the years 1974-1976 (e.g., the fall of Saigon, Middle East conflict, Yom Kippur War, OPEC embargo).</li> </ol> <p><b>G. James Earl Carter – Democrat 1976 – 1980</b></p> <ol style="list-style-type: none"> <li>1. Examine the factors involved in Carter’s presidential victory over Ford.</li> <li>2. Discuss the economic challenges faced by Carter (e.g., inflation, unemployment rate).</li> <li>3. Explain foreign policy events and Carter’s inability to decisively resolve issues (e.g., Soviet invasion of Afghanistan, fall of the Shah of Iran, hostage crisis).</li> </ol>	
<p><b>Facing Trials and Frustrations (5 days)</b></p> <ul style="list-style-type: none"> <li>a. Stability and Change in American Society</li> <li>b. Accomplishments and Frustrations in Foreign Policy</li> <li>c. Reasserting U.S. Power</li> </ul> <p><b>Resources:</b> Text Teacher-Generated Materials</p>	<p><b>H. Ronald W. Reagan – Republican 1980 – 1988</b></p> <ol style="list-style-type: none"> <li>1. Examine the factors involved in Reagan’s victory over Carter in 1980 and Walter Fritz Mondale in 1984.</li> <li>2. Analyze Reagan’s philosophy in dealing with Soviet Union and resulting actions.</li> <li>3. Describe Reaganomics and its impact on the economic landscape.</li> <li>4. Understand the impact of the Challenger Disaster on America’s space program and belief in the superiority of its technology.</li> <li>5. Explain the rise and ongoing impact of personal computers on American society.</li> </ol>	