

Curriculum Mapping Teacher: Brenia, Kwas, Sapienza, Sweeney
Content Area: Social Studies: 20th Century U.S. History Grade: 11

Content Unit Title/Approx. MQ/date:	Unit 6 – Turbulent Times 1961-1974 14 Blocks (3 rd /4 th Quarter)
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UBD Units:	Years of Hope and Promise	LBJ: From the Great Society to Vietnam	The Rise and Fall of Richard Nixon
UBD Unit Dates	5 Blocks	5 Blocks	4 Blocks
Content/ Essential Understandings:	<p>1.1.2 Trace the evolution of citizens’ rights (e.g., Palmer raids, struggle for civil rights, women’s rights movements, Patriot Act).</p> <p>1.1.3 Trace the changing role of U.S. participation and influence in world affairs (e.g., trade, United Nations, NATO, globalization).</p> <p>1.1.4 Explain the changing nature of the U.S. economy (agrarian, manufacturing, service, rise of unions, “green movement”).</p> <p>1.1.6 Compare and contrast various American beliefs, values and political ideologies (e.g., political parties, nativism, Scopes trial, McCarthyism).</p> <p>1.1.8 Analyze the influence of sectionalism on American life (e.g., urban vs. rural, “solid south”, “red” states vs. “blue” states).</p>	<p>1.1.3 Trace the changing role of U.S. participation and influence in world affairs (e.g., trade, United Nations, NATO, globalization).</p> <p>1.1.4 Explain the changing nature of the U.S. economy (agrarian, manufacturing, service, rise of unions, “green movement”).</p> <p>1.1.6 Compare and contrast various American beliefs, values and political ideologies (e.g., political parties, nativism, Scopes trial, McCarthyism).</p> <p>1.1.9 Assess the significance of the evolving heterogeneity of American society (e.g., role of immigrants, cultural pluralism, contributions of minority groups).</p>	<p>1.1.2 Trace the evolution of citizens’ rights (e.g., Palmer raids, struggle for civil rights, women’s rights movements, Patriot Act).</p> <p>1.1.3 Trace the changing role of U.S. participation and influence in world affairs (e.g., trade, United Nations, NATO, globalization).</p> <p>1.1.4 Explain the changing nature of the U.S. economy (agrarian, manufacturing, service, rise of unions, “green movement”).</p> <p>1.1.6 Compare and contrast various American beliefs, values and political ideologies (e.g., political parties, nativism, Scopes trial, McCarthyism).</p> <p>1.1.10 Analyze the impact of technology and scientific discovery on American society (e.g., vaccines, interstate highways, space race, telecommunications).</p>

	<p>1.1.10 Analyze the impact of technology and scientific discovery on American society (e.g., vaccines, interstate highways, space race, telecommunications).</p> <p>1.1.12 Evaluate the role and impact significant individuals have had on historical events (e.g., Malcolm X, Susan B. Anthony, Eleanor Roosevelt, Martin Luther King Jr., Ronald Reagan).</p> <p>1.3.18 Provide examples of conflict and cooperation in world affairs (e.g., World Wars I and II, United Nations, Common Market/European Union, World Bank).</p> <p>1.3.25 Evaluate the role and impact of the significant individual on historical events (e.g., Queen Elizabeth I, Karl Marx, Gandhi, Adolf Hitler, Mao Ze Dong, Nelson Mandela).</p> <p>1.4.27 Explain how technological developments have changed our perception and understanding of location and space in the modern world (e.g., e-mail, transportation, world markets).</p>	<p>1.1.11 Analyze how the arts, architecture, music and literature of the United States reflect its history and cultural heterogeneity (e.g., New Orleans Jazz, Harlem Naissance, Frank Lloyd Wright, Maya Angelo, Rock'n'Roll).</p> <p>1.1.12 Evaluate the role and impact significant individuals have had on historical events (e.g., Malcolm X, Susan B. Anthony, Eleanor Roosevelt, Martin Luther King Jr., Ronald Reagan).</p> <p>1.3.25 Evaluate the role and impact of the significant individual on historical events (e.g., Queen Elizabeth I, Karl Marx, Gandhi, Adolf Hitler, Mao Ze Dong, Nelson Mandela).</p> <p>1.5.29 Analyze how a specific environment has influenced historical developments in a region/nation of the world.</p> <p>1.8.38 Analyze laws that have been modified to meet societies changing values and needs (e.g., civil rights laws, banking regulations).</p> <p>1.8.40 Analyze the relationship between law enforcement and personal behavior.</p> <p>1.8.42 Assess the role of lobbying and citizen petitioning in shaping legislation.</p>	<p>1.1.12 Evaluate the role and impact significant individuals have had on historical events (e.g., Malcolm X, Susan B. Anthony, Eleanor Roosevelt, Martin Luther King Jr., Ronald Reagan).</p> <p>1.3.22 Analyze the impact of technological and scientific change on world civilizations (e.g., printing press, gun powder, vaccines, computers).</p> <p>1.4.27 Explain how technological developments have changed our perception and understanding of location and space in the modern world (e.g., e-mail, transportation, world markets).</p> <p>1.8.38 Analyze laws that have been modified to meet societies changing values and needs (e.g., civil rights laws, banking regulations).</p> <p>1.8.40 Analyze the relationship between law enforcement and personal behavior.</p> <p>1.8.41 Analyze the role of technology, media and advertising in influencing voting and law making.</p> <p>1.8.42 Assess the role of lobbying and citizen petitioning in shaping legislation.</p>
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<p>Essential Questions:</p>	<p>To what extent did the presidency of John F. Kennedy bring hope and optimism to the American people?</p> <p>Was civil disobedience or violence the most appropriate way to gain civil rights?</p>	<p>To what extent did Lyndon Johnson's strong leadership expand opportunities for all Americans while deeply dividing the nation over the war in Vietnam?</p> <p>Was the United States involvement in Vietnam justified?</p>	<p>To what extent was Richard Nixon's legacy of strong leadership in foreign affairs tainted with the Watergate scandal and his eventual resignation?</p>

Assessment:	Unit Six Test	Unit Six Test DAQ/DBQ - Was the United States involvement in Vietnam justified? DAQ/DBQ - Was civil disobedience or violence the most appropriate way to gain civil rights?	Unit Six Test
Skills:	How to write a DAQ/DBQ	How to write a DAQ/DBQ	How to write a DAQ/DBQ
Curriculum Resources (textbook chapters., novels, supplemental materials):	Chapter 31	Chapter 32	Chapter 33
Technology: Content: Process: Product/Evidence:	Lure of Empire Video United Streaming: American Imperialism at the Dawn of the 20 th Century	United Streaming Video: Just the Facts: The Progressive Era	