



## **Unit 10**

### **Recreating a National Identity**

#### **Aim Pages**

<b>Unit X Summary [20 days]</b>	<b>Recreating a National Identity</b>	
<b>SECTIONS</b>	<b>1. Economic Growth and its impact on the United States 1945-1970</b> <b>2. Dimensions of the Civil Rights Movement 1945-1970</b> <b>3. Other Social Change Movements and Organizations</b>	
<p><b><u>ENDURING UNDERSTANDINGS</u></b></p> <ul style="list-style-type: none"> <li>• The student will understand that national politics are often defined in terms of ideology.</li> <li>• The student will understand that a nation’s foreign policy changes to ensure that the nation’s interests are protected and advanced.</li> </ul> <p><b><u>ESSENTIAL QUESTIONS</u></b></p> <ul style="list-style-type: none"> <li>• What factors contributed to the post World War II economic boom? (USH21)</li> <li>• How did education and science drive the economic boom of post World War II? (USH21c, d)</li> <li>• How did communications technology influence life in the United States and the world? (USH21b, c)</li> <li>• How did television influence public opinion about the Civil Rights Movement? (USH21b)</li> <li>• How did the integration of America’s social institutions, such as the military, sports, and education, help to expand the Civil Rights Movement? (USH22a, b, c; 25b)</li> <li>• How did Dr. Martin Luther King, Jr. and his message of non-violence aid in achieving the goals of the Civil Rights Movement? (USH22d,e; 24a)</li> <li>• How did the Civil Rights Movement illustrate the principles of the checks and balances and federalism? (USH22a, e)</li> <li>• How did the Civil Rights Movement expand to encompass other minority groups? (USH24; 25b)</li> </ul>		
<b>Key Vocabulary:</b>		
Consumerism Interstate Highway Act of 1956 Dr. Jonas Salk FCC	Conglomerates, Franchise Baby Boom Mass media Beat Movement	Levittown Suburbs John F. Kennedy Rock n roll

Jazz	John Foster Dulles	Space Race
brinkmanship	National Defense Education Act	CIA
U-2 Incident	Sputnik	Military Industrial
Complex		
Harry Truman	Executive Order #9981	Branch Rickey
Jackie Robinson	<i>Plessy v Ferguson</i>	<i>Brown v Board of</i>
<i>Education</i>	Thurgood Marshall	Little Rock 9
Orval Faubus		
SCLC	SNCC	Rosa Parks
Martin Luther King, Jr.	Sit-in	“Letter from a
Birmingham Jail”	Freedom Riders	Fred Shuttlesworth
I Have A Dream Speech		
Alabama Christian Movement for Human Rights		James Meredith
Civil Rights Act of 1964	Voting Rights Act of 1965	Freedom Summer
Fannie Lou Hamer	Betty Friedan	Gloria Steinem
Feminism	Equal Rights Amendment (ERA)	National
Organization for Women	Phyllis Schlafly	Draft
Free Speech Movement		
New Left	Dove	Students for a
Democratic Society		
Cesar Chavez	United Farm Worker’s Movement	La Raza Unida
American Indian Movement	<i>Silent Spring</i>	Rachel Carson
Water Quality Act of 1965	Environmental Protection Agency	Earth Day
Environmentalism		

**Thematic Focus: Recreating a National Identity**

**Conflict, Change and Compromise**—when there is conflict between individuals or groups within societies, change is the result. Changes can occur through legal procedures, force or compromise.

**Trade, Industry, and Technology**—Economic changes such as trade practices, industrialization and technological innovations have both intended and unintended consequences for a society.

**Culture**-- This is a product of the religion, beliefs, customs, traditions, and government of a society.

**Individuals, Social and Political Interactions**—the actions of individuals, groups, and /or institutions affect society through intended and unintended consequences.

**GPS Strands**

**SSUSH21: The student will explain the impact of technological development and economic growth on the United States, 1945-1975.**

- a. Describe the baby boom and its impact as shown by Levittown and the Interstate Highway Act.
- b. Describe the impact television has had on American culture; include the presidential debates (Kennedy/Nixon,1960) and news coverage of the Civil Rights Movement.
- c. Analyze the impact of technology on American life; include the development of the personal computer the cellular telephone and the expanded use of air conditioning.
- d. Describe the impact of competition with the USSR as evidenced by the launch of Sputnik I and President Eisenhower’s actions.

**SSUSH22: Identify dimensions of the Civil Rights Movement, 1945-1970**

- a. Explain the importance of President Truman’s order to integrate the U.S. military and the federal government.
- b. Identify Jackie Robinson and the integration of baseball.
- c. Explain Brown v. Board of Education and efforts to resist the decision.
- d. Describe the significance of Martin Luther King, Jr.’s Letter from a Birmingham Jail and his I have a dream speech.
- e. Describe the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

**SSUSH24: Analyze the impact of social change movements and organizations of the 1960s.**

- a. Compare and contrast the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) tactics; include sit-ins, freedom rides, and changing composition.
- b. Describe the National Organization of Women and the origins and goals of the modern women’s movement.
- c. Analyze the anti-Vietnam War movement.
- d. Analyze Cesar Chavez and the United Farm Workers’ movement.
- e. Explain the importance of Rachel Carson’s *Silent Spring* and the resulting developments; include Earth Day, the creation of the Environmental Protection Agency (EPA), and the modern environmentalist movement.

**Prerequisites:**

Students will have been exposed to the following content in 3<sup>rd</sup> grade.

**H2 The student will discuss the life of Thurgood Marshall and his efforts to expand people’s rights and freedoms in a democracy.**

- a. Discuss Thurgood Marshall and his efforts to expand our rights through civil rights and the Supreme Court of the United States.
- b. Explain social barriers, restrictions, and obstacles that Thurgood Marshall had to overcome and how he was able to succeed.

**G2 The student will describe the cultural and geographic systems associated with Thurgood Marshall.**

- a. Identify specific locations significant to the life and times of Marshall on a map.
- b. Describe how place (physical and cultural) impacted the life of Thurgood Marshall.
- c. Describe how Thurgood Marshall adapted to and was influenced by his environment.
- d. Trace examples of travels of Thurgood Marshall and the movement of his ideas across time.
- e. Describe how the region in which Thurgood Marshall lived affected his life and impacted his cultural identification.

**H2 The student will discuss the life of Lyndon B. Johnson and his efforts to expand people’s rights and freedoms in a democracy.**

- a. Discuss Lyndon B. Johnson and his efforts to expand our rights through the Great Society and expanding voting rights.
- b. Explain social barriers, restrictions, and obstacles that Lyndon B. Johnson had to

overcome and how he was able to succeed.

**G2 The student will describe the cultural and geographic systems associated with Lyndon B. Johnson.**

- a. Identify specific locations significant to the life and times of Lyndon B. Johnson on a map.
- b. Describe how place (physical and cultural) impacted the life of Lyndon B. Johnson.
- c. Describe how Lyndon B. Johnson adapted to and was influenced by his environment.
- d. Trace examples of travels of Lyndon B. Johnson and the movement of his ideas across time.
- e. Describe how the region in which Lyndon B. Johnson lived affected his life and impacted his cultural identification.

**H2 The student will discuss the life of Cesar Chavez and his efforts to expand people's rights and freedoms in a democracy.**

- a. Discuss Cesar Chavez and his efforts to expand our rights through workers' rights.
- b. Explain social barriers, restrictions, and obstacles that Cesar Chavez had to overcome and how he was able to succeed.

**G2 The student will describe the cultural and geographic systems associated with Cesar Chavez.**

- a. Identify specific locations significant to the life and times of Chavez on a map.
- b. Describe how place (physical and cultural) impacted the life of Cesar Chavez.
- c. Describe how Cesar Chavez adapted to and was influenced by his environment.
- d. Trace examples of travels of Cesar Chavez and the movement of his ideas across time.
- e. Describe how the region in which Cesar Chavez lived affected his life and impacted his cultural identification.

Students will have been exposed to the following content in 8<sup>th</sup> grade.

**SS8H11 The student will evaluate the role of Georgia in the modern civil rights movement.**

- a. Describe major developments in civil rights and Georgia's role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor's race and the end of the white primary, Brown v. Board of Education, Martin Luther King, Jr., and the 1956 state flag.
- b. Analyze the role Georgia and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; include such events as the founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox.

**Connections: American Literature**

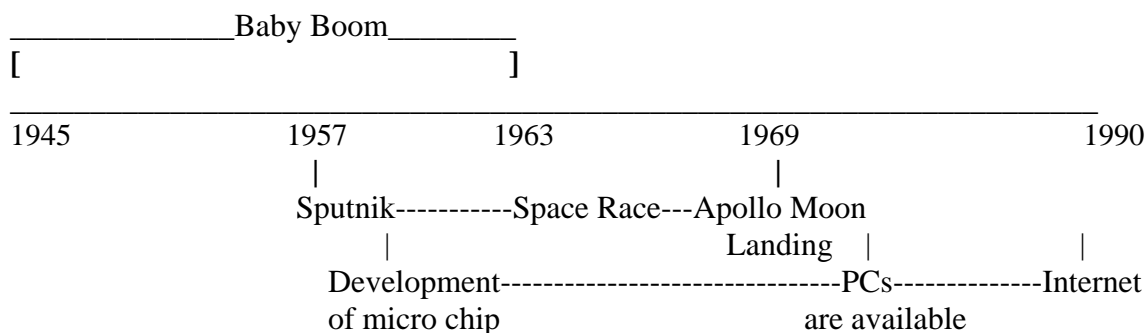
Recreating a National Identity	Topics in American Literature
This unit will explore economic growth and its impact on the U.S 1945-1970 along with dimension of the Civil Rights	Literature of Protest and Dissent: Back to the Beginning Major Work: <i>The Autobiography of</i>

Movement and elements of social change.	<i>Malcolm X</i> Why do people engage in protest/dissent? What is the connection between dissent/protest and self-reliance? When is dissent/protest heroic? Who are the voices of dissent? Historical Scaffolding: Emerson, Thoreau and Gandhi
<b>Suggested Performance Assessment:</b>	

**Create Annotated Thematic Timelines from 1945-2008.**

*Locate the following events on thematic timelines from 1945 until the present. Indicate connections between events by a line between them as indicated by this example:*

**Timeline # 1 –Technological Changes**



**Timeline # 1 –Technological Changes**

*Place the following on a timeline of Technological Changes and include connections as indicated:*

- A. Technological and Social Changes
  1. Baby Boom (Beginning and End)
  2. Television Introduced, 1<sup>st</sup> Televised Presidential Debate, Birmingham Marches on national TV, Introduction of Cable and Satellite TV
  3. Sputnik, Space Race, Apollo Moon Landing, Shuttle Program begins, Challenger Disaster
  4. Development of micro chip, Personal Computer introduced, Internet introduced, Wireless internet and Cellular phone introduced
  5. Introduction of Interstate Highway System, Building of Levittown and growth of suburbs
  6. Development of Air-conditioning—movement to the Sun Belt

**Timeline #2—African American Civil Rights Movement**

- B. African American Civil Rights

7. President Truman's Order to Integrate Armed Forces, Jackie Robinson breaks color barrier in major League Baseball, *Brown v. Board of Education*, Montgomery Bus Boycott, Little Rock Crisis
8. Formation of SCLC, Formation of SNCC, Sit-ins begin, Freedom Rides, Birmingham March, March on Washington, Assassination of JFK, Civil Rights Act of 1964, "Freedom Summer", Selma March, Voting Rights Act of 1965
9. Watts Riots, Black Power introduced by Stokely Carmichael, Break-up of SNCC, Black Panther Party Formed, Assassinations of Malcolm X, Martin Luther King, & Robert F. Kennedy

### **Timeline # 3 –Other Reform Movements**

#### C. Other Reform movements

10. Women -- Betty Freidan Publishes *The Feminine Mystique*, Kennedy's Presidential Commission Report on the Status of Women, Creation of NOW, Congress passes Equal Rights Amendment, *Roe v. Wade*, Defeat of ERA ratification
11. Vietnam War Protest--Founding of SDS, Gulf of Tonkin Resolution, "teach-ins" begin, Vietnam War Protest in Central Park (1967), Tet Offensive, My Lai Massacre, 1968 Protest of Democratic Convention, Nixon begins "Vietnamization," Kent State Protest, End of Vietnam War (for American Troops), Fall of Saigon
12. Farm Workers --César Chávez organizes NFWA, UFWO formed, new contract with Grape growers secured
13. Environment – Rachel Carson publishes *Silent Spring*, Establishment of "Earth Day", formation of EPA, Three Mile Island, Love Canal, deregulation (Reagan), Kyoto Protocol

### **Timeline # 4—Create your own Thematic Timeline**

(Choose a theme such as music, popular culture, TV genres, movie genres, clothing, hair styles,..etc.

and create a thematic timeline of the changes from 1945 to the present. Be sure to indicate beginnings and endings of styles or genres and the connections between them.)

<b>Unit X Aim I</b>	<b>Recreating a National Identity</b>	
<b>SECTION LESSON TITLE</b>	<b>Economic Growth and Its Impact on the United States 1945-1970 Economic Growth and the Baby Boom THEME: Trade, Industry &amp; Expansion</b>	
<b>Aim 1:</b> Describe the baby boom.		
<b>Key Vocabulary:</b>		
Consumerism	Conglomerates	Franchise
Levittown	Interstate Highway Act of 1956	Baby Boom
Suburbs	Dr. Jonas Salk	
<b>Content Expectation: Students will know...</b>		
<ul style="list-style-type: none"> <li>the Baby Boom impacted the development of the United States as shown by Levittown and the Interstate Highway Act of 1956.</li> </ul>		
<b>Performance Expectation: The Student will...</b>		
<ul style="list-style-type: none"> <li>create graphs showing correlations between economic growth and birthrate.</li> </ul>		
<b>Core Text:</b>		
<i>The Americans, Chapter 27 section 1-2</i>		
<b>Other Resources:</b>		
<p>In –Depth Resources: Unit 7  Guided Reading, p. 66  Guided reading, p. 67  Critical Thinking Transparency: CT 27  Reteaching Activity, p. 73  Test Practice Transparencies TT103</p>		

**Thematic Instructional Strategy:**

- Students will research the development of Levittown and the impact it had on suburban and urban living.  
<http://server1.fandm.edu/levittown/default.html> The website can be used to research the impact in which Levittown had on suburban and urban living.

**Skills Focus Instructional Strategy: Analyzing Charts and Graphs**

- Students will create a graphic organizer to show the impact of the economic boom on American life.

**Other Instructional Suggestions:**

- Students will create a television sitcom showing the changing values of Americans during the 1950s.

**Differentiated Instruction**

AP and Honor Students:

- While working in cooperative learning groups, students will research the Interstate Highway Act of 1956. After researching, the Interstate Highway Act of 1956, students will debate the effectiveness of the Act.  
<http://www.archives.gov/publications/prologue/2006/summer/interstates.html> The site can be used to research the effectiveness of the Interstate Highway Act of 1956.
- Students will work in cooperative learning groups to examine maps showing interstate highways created by the Interstate Highway Act of 1956. Students will revise maps by creating an effective interstate highway plan expanding throughout regions of the United States. Students will also work to revise the Interstate Highway Act of 1956.  
<http://www.fhwa.dot.gov/interstate/densitymap.htm> The site can be used to examine maps showing interstate systems and population density from the 1950s to the 21<sup>st</sup> century.

**Students with Disabilities**

Write the following subjects on the board: comic books, hula hoops, Davy Crockett, televised sports, bowling, and westerns. Divide students into small groups. Ask them to choose a topic and use research materials and the Internet to find out more about it. Have students present their findings to the class in an oral report.

**ESOL**

Have students work together to review the following constructions and phrases from the text on page 849 that may present problems for them:

- Pursing the American dream
- Exacted too high a price
- Enabled people to provide their families with the so-called good things in life
- The suburbs embodies the American dream
- Congenial neighbors

Ask students to set up a chart similar to the one on the next page. Have students add other phrases that they find confusing. In the “Meaning” column of the chart, students might actually rewrite the phrase in their own words. Ask for volunteers to share their rewritten phrases with the class.

**ESOL CHART**

<b>PHRASE FROM TEXT</b>	<b>MEANING</b>

<b>Unit X</b> <b>Aim 2</b>	<b>Recreating a National Identity</b>	
<b>SECTION 1</b> <b>LESSON TITLE</b>	<b>Economic Growth and its Impact on the U.S. 1945-1970</b> <b>The American Dream in the Fifties</b> <b>THEME: Trade, Industry &amp; Expansion</b>	
<b>Aim : Analyze the impact of Technology on American culture</b>		
<b>Key Vocabulary:</b>		
Mass media Beat Movement	John F. Kennedy Rock n roll	Federal Communications Commission Jazz
<b>Content Expectation: Students will know...</b>		
<ul style="list-style-type: none"> <li>television had a dynamic impact on American culture as shown by the Kennedy/Nixon presidential debate and news coverage of the Civil Rights Movement (SSUSH21b).</li> <li>technology greatly influenced American life as shown by the development of the personal computer, the cellular phone and the expanded use of air conditioning (SSUSH21c).</li> </ul>		
<b>Performance Expectation: The student will...</b>		
<ul style="list-style-type: none"> <li>create a comparison chart showing the differences and impact of the first televised presidential debate and prior presidential debates.</li> </ul>		
<b>Core Text:</b>		
<i>The Americans</i> Chapter 27 section 3; Chapter 28 section 1		
<b>Other Resources:</b>		
In-Depth Resources: Unit 7 Guided Reading p. 68 American Lives: Milton Berle, p. 86 In-Depth Resources: Unit 8 Guided Reading p. 1		

## Other Instructional Strategies

### Thematic Instructional Strategy:

- After researching primary and secondary sources, allow students to write essays explaining how mass media impacted American culture, politics and social issues (Civil Rights Movement).  
Greensboro Sit-Ins: Launch of a Civil Rights Movement: <http://www.sitins.com/index.shtml>  
The site provides video, audio and newspaper clips highlighting important events during the Civil Rights Movement.

### Skills Focus Instructional Strategy:

- In cooperative learning groups, allow students to use television clips and movies (from the 1950s) to examine the affect mass media and new technology had on American culture. Afterwards, allow students to create a chart showing major changes in American culture from the 1930s to the onset of economic boom and new technology during the 1950s. Allow students to explain how technology inspired the change.

### Other Instructional Suggestions:

- Create a multimedia enhanced timeline to chronicle important televised events that occurred during the Civil Rights Movement.

### Differentiated Instruction

AP and Honor Students: Allow students to examine how technology helped to change American Politics . Students will research historical presidential debates. Afterwards, allow students to produce a news broadcast show highlighting major differences among the debates. Students should be able to explain the impact in which technology had on politics.

Lincoln Home: National Historical Site: <http://www.nps.gov/archive/liho/debates.htm> The site provides debate transcripts from the Lincoln-Douglas debates.

The History of Televised Presidential Debates: <http://www.museum.tv/debateweb/html/index.htm>

The site provides video clips, timelines and curriculum resources for teaching the impact television had on presidential debates.

### Students with Disabilities

Have students read Historical Spotlight on page 859, Tracing Themes on page 860, and More About on page 862 then have them to write about technology greatly influenced American life as shown by the development of the personal computer, the cellular phone and the expanded use of air conditioning.

### ESOL

Bring in 1950s rock 'n' roll songs by such artists as Elvis Presley, Chuck Berry, Fats Domino, Little Richard, Buddy Holly, and Jerry Lee Lewis. As students to discuss the characteristics these songs have in common and why the music was so popular among teenagers. Also ask them to compare and contrast these songs to contemporary music that they enjoy.

<b>Unit X Aim 3</b>	<b>Recreating a National Identity</b>
<b>SECTION 1</b>	<b>Economic Growth and its Impact on the U.S. 1945-1970</b>
<b>LESSON TITLE</b>	<b>Cold War Competition Theme: Individuals, Social and Political Interactions</b>
<b>Aim 3:</b> Describe the impact of U.S. competition with the USSR.	
<b>Key Vocabulary:</b>	
John Foster Dulles	Space Race
National Defense Education Act	CIA
Sputnik	Military Industrial Complex
<b>Brinkmanship U-2 Incident</b>	
<b>Content Expectation: Students will know...</b>	
<ul style="list-style-type: none"> <li>the impact of competition with the USSR as evidenced by the launch of Sputnik I and President Eisenhower's actions.</li> </ul>	
<b>Performance Expectation: The Student will...</b>	
<ul style="list-style-type: none"> <li>analyze the causes and effects of fear of Communism through the arms and space races with the Soviet Union.</li> </ul>	
<b>Core Text:</b>	
<i>The Americans</i> , Chapter 26, Section 4	
<b>Other Resources:</b>	
In Depth Resources Unit 7 Guided Reading, p. 48 Reteaching Activity, p54 Primary Source, p. 60: <i>Statement on the U-2 Incident</i> Critical Thinking Transparencies CT26 <i>The Cold War</i> CT60 <i>The Space Race</i> Humanities Transparencies HT25 <i>California bomb shelter, 1951</i> HT41 <i>Wonder Why We're Not Keeping Pace?</i>	

## Other Instructional Strategies

### Thematic Instructional Strategy:

Have students identify intended and unintended consequences of Cold War competition.

Example: The Cold War had an *intended* consequence of containing communism and keeping countries from being swept up in the Soviet empire. It also had an *unintended* consequence of the U.S. backing some unpopular and ruthless regimes in Asia, Africa and Latin America because of alliances against the Soviet Union (a good example is Iran—with the U.S. supporting the Shah, and Guatemala—supporting a military dictator)

### Skills Focus Instructional Strategy:

Using the Chart on p. 832—analyze the causes for the increase in defense spending at the height of the Cold War.

### Other Instructional Suggestions:

- Identify the pros and cons of the consequences of Cold War competition in light of more recent history. Example: The Arms Race caused both Russia and the United States to spend enormous amounts of money for weapons of mass destruction. The Space Race—which developed out of the Arms race, caused great scientific gains in computer technology and microchips.
- Have students research the ripple effect of the launch of Sputnik with the rise of National Education Standards and increased funding for science, math, and technological education in the United States. (See <http://www.gtexts.com/college/papers/j3.html> below)
- Have students research the creation and development of the CIA and the atmosphere of mistrust that helped fuel the U-2 spy plane incident. (See Primary Source, p. 60: *Statement on the U-2 Incident* below)
- Have students read Eisenhower’s farewell speech in 1961 warning of the dangers of the military—industrial complex and its influence on political decisions. Have students assess his warning in light of Cold War competition and recent political events. (see <http://coursesa.matrix.msu.edu/~hst306/documents/indust.html> for a copy of Eisenhower’s speech.)

### Differentiated Instruction

#### AP and Honor Students

- Have students research the ripple effect of the launch of Sputnik with the rise of National Education Standards and increased funding for science, math, and technological education in the United States. (See <http://www.gtexts.com/college/papers/j3.html> below). Allow students to explore alternate solutions by creating a competitive plan of action to help American students advance in science, math and technological education.

#### Students with Disabilities

To help students clarify the events of the Cold War, draw a chart like the one below and have them to fill in the missing information

#### ESOL

To help students clarify the events of the Cold War, draw a chart like the one below and have them to fill in the missing information. Have students work with peer tutors.

<b>Unit X Aim 4</b>	<b>Recreating a National Identity</b>	
<b>SECTION 2 LESSON TITLE</b>	<b>Dimensions of the Civil Rights Movement Integration of America Theme: Individuals, Social and Political Interactions</b>	
<b>AIM 4:</b> Explain the importance of President Truman’s order to integrate the U.S. military and the federal government.		
<b>Key Vocabulary:</b>		
Harry Truman	Brown v Board of Education	Executive Order #9981
Thurgood Marshall	Jackie Robinson	Little Rock 9
Branch Rickey	Orval Faubus	Plessy v Ferguson
<b>Content Expectation: Students will know...</b>		
<ul style="list-style-type: none"> <li>President Truman’s Executive Order #9981 in 1948 order to integrate the U.S. military and federal government was a significant historical decision (SSUSH22a).</li> </ul>		
<b>Performance Expectation: The Student will...</b>		
<ul style="list-style-type: none"> <li>Create a chart describing the initial racial integration processes of three major social institutions—military, sports, and public education.</li> </ul>		
<b>Core Text:</b>		
<i>McDougal Littell: The Americans</i>		
Chapter 27, Section 1 (p. 843)		
Chapter 29, Section 1 (p. 906-910)		
Historic Decision of the Supreme Court (p. 914-915)		
<b>Other Resources:</b>		
In Depth Resources Unit 7		
<ul style="list-style-type: none"> <li>Guided Reading, p. 66</li> <li>American Lives, p. 85</li> </ul>		
Electronic Library of Primary Sources Unit 7 Chapter 27		
<ul style="list-style-type: none"> <li>Desegregation at Central High School by Melba Pattilo Beals</li> <li>Desegregation at Central High School by Craig Rains</li> </ul>		
In Depth Resources Unit 8		
<ul style="list-style-type: none"> <li>Guided Reading, p. 20</li> <li>Building Vocabulary, p. 23</li> <li>Skillbuilder Practice, p. 24</li> <li>Reteaching Activity p. 25</li> <li>Geography Application pp. 28-29</li> <li>Primary Sources, p. 30: Crisis in Little Rock</li> </ul>		

## Other Instructional Strategies

### Thematic Instructional Strategy:

Have students read a copy of Executive Order #9981 in which President Truman ordered the desegregation of the armed forces (See [http://www.trumanlibrary.org/whistlestop/study\\_collections/desegregation/large](http://www.trumanlibrary.org/whistlestop/study_collections/desegregation/large) --a photograph of the actual document is available through this website). Have students discuss the implications of an executive order versus a congressional act and why Truman chose to take this action rather than introducing the bill in congress. (An executive order has the force of law but does not have to be passed by congress—white southern politicians in 1948 would have never let a bill like this get through congress). Discuss the implications of integrating hundreds of thousands of men and women in uniform with the support and resistance to the order (See the oral histories and the Chronology of events from the website above). Tell students that this action signaled the way many civil rights gains were made—that is by *Federal law* combined with *Federal enforcement*. (*Brown v Board of Education* was a decision by the Supreme Court making *Federal Law*, *The Little Rock 9* forced the integration of *Central High School* after Eisenhower brought in *Federal troops* to enforce the law.) Have students discuss the “grass roots efforts” that characterize the *Civil Rights Movement* with the laws and enforcement required to force unwilling local authorities to comply. After the discussion, have students write a brief reflection on the role of the *Federal Government* in securing *Civil Rights* gains.

### Skills Focus Instructional Strategy:

Have students account for the information on the map on p. 907 using their knowledge of American History and the Civil War.

### Other Instructional Suggestions:

- Have students read about Jackie Robinson and Branch Rickey and the integration of Major League Baseball in 1947. –Show a film biography of Jackie Robinson and have students write a short essay assessing the impact of this development on the social life of America.
- Show the Film *Simple Justice* about the efforts of Charles Hamilton Houston, Thurgood Marshall and the NAACP legal strategy to reverse *Plessy v Ferguson* culminating in the *Brown v Board of Education* decision.

### Differentiated Instruction

AP and Honor Students:

- Have students create pictograms of one of the Little Rock 9 students. (See photograph of Elizabeth Eckford on p. 909, Electronic Library of Primary Sources—Melba Pattilo Beals and Craig Rains) The pictograms should include what they were feeling at the time and what happened to them after the first few months at Central High School in 1957.

### Students with Disabilities

Have students research the “Little Rock Nine” and then create a word splash box of one of the Little Rock Nine students. Have them include the students’ motivation for volunteering to enter the high school, what they experienced upon their arrival, and what impact the experience had on their lives.

### ESOL

Have students to define *boycott*. Ask them whether any student have participated in a boycott. If so, encourage them to share their experiences.

<b>Unit X Aim 5</b>	<b>Recreating a National Identity</b>
<b>SECTION 2 LESSON TITLE</b>	<b>Dimensions of the Civil Rights Movement 1945-1970 Integration of America Theme: Individuals, Social and Political Interactions</b>
<b>AIM 5:</b> Identify Jackie Robinson and how his integration of baseball and the man himself impacted the Civil Rights Movement.	
<b>Key Vocabulary:</b>	
Jackie Robinson	Branch Rickey
<b>Content Expectation: Students will know...</b>	
<ul style="list-style-type: none"> <li>Jackie Robinson is identified as a historical sports figure who integrated baseball (SSUSH22b).</li> </ul>	
<b>Performance Expectation: The Student will...</b>	
<ul style="list-style-type: none"> <li>Create a chart describing the initial racial integration processes of sports</li> </ul>	
<b>Core Text:</b>	
<i>McDougal Littell: The Americans</i> Chapter 27, Section 1 (p. 843)	
<b>Other Resources:</b>	
In Depth Resources Unit 7 Guided Reading, p. 66 American Lives, p. 85: Jackie Robinson <a href="http://www.pbs.org/wnet/jimcrow/">The Rise and Fall of Jim Crow</a> : <a href="http://www.pbs.org/wnet/jimcrow/">http://www.pbs.org/wnet/jimcrow/</a> Historical background to the civil rights period, including landmark court cases and legislation of the 1940s and 1950s, African-American participation in World War II, and the role of Jackie Robinson.	

## Other Instructional Strategies

### Thematic Instructional Strategy:

Allow students to create a news broadcast show highlighting the accomplishments of Jackie Robinson.

### Skills Focus Instructional Strategy:

- Use the link below to create a multimedia timeline, showing the accomplishments of Jackie Robinson and Branch Rickey.

[http://www.baseballlibrary.com/ballplayers/player.php?name=Jackie Robinson 1919](http://www.baseballlibrary.com/ballplayers/player.php?name=Jackie%20Robinson%201919) –biography and stats of Jackie Robinson

[http://www.baseballlibrary.com/ballplayers/player.php?name=Branch Rickey 1881](http://www.baseballlibrary.com/ballplayers/player.php?name=Branch%20Rickey%201881) – biography of Branch Rickey

### Other Instructional Suggestions:

- Have students read about Jackie Robinson and Branch Rickey and the integration of Major League Baseball in 1947. –Show a film biography of Jackie Robinson and have students write a short essay assessing the impact of this development on the social life of America.

### Differentiated Instruction

#### AP and Honor Students:

Allow students to analyze primary documents chronicling the accomplishments of Jackie Robinson. After reviewing documents, students should be able to complete document analysis sheets to assess understating of primary documents. The analysis sheets can be found in the Lesson Resources section on the following website: <http://www.archives.gov/education/lessons/jackie-robinson/>

#### Students with Disabilities

Have students to create a flyer on Jackie Robinson and the impact he has had on sports. Have them to put the quote below on they flyer and discuss what it means on the flyer.

"There's not an American in this country free until every one of us is free." - - Jackie Robinson

#### ESOL

Guided Reading (Spanish), page 269

<b>Unit X Aim 6</b>	<b>Recreating a National Identity</b>
<b>SECTION 2 LESSON TITLE</b>	<b>Dimensions of the Civil Rights Movement 1945-1970 Integration of America Theme: Individuals, Social and Political Interactions</b>
<b>AIM 6</b> : Explain Brown vs. Board of Education and efforts to resist the decision.	
<b>Key Vocabulary:</b>	
Brown v. Board of Education of Topeka    Southern Christian Leadership Conference    Thurgood Marshall Rosa Parks    Student Nonviolent Coordinating Committee    Sit-in Martin Luther King, Jr.	
<b>Content Expectation: Students will know...</b>	
<ul style="list-style-type: none"> <li>• Thurgood Marshall and his NAACP team of lawyers helped overturn <i>Plessy v Ferguson</i> and establish integration of public schools as the supreme law of the land in the historic Supreme Court Decision of <i>Brown v Board of Education</i>. Students will also know efforts in resisting the decision. (SSUSH22c).</li> </ul>	
<b>Performance Expectation: The Student will...</b>	
<ul style="list-style-type: none"> <li>• Create a timeline showing change over time from Plessy v Ferguson to Brown v Board of Education.</li> </ul>	
<b>Core Text</b>	
<i>McDougal Littell: The Americans</i> Chapter 29, Section 1 (p. 906-910) Historic Decision of the Supreme Court (p. 914-915)	
<b>Other Resources:</b>	
<p>In Depth Resources Unit 8</p> <ul style="list-style-type: none"> <li>• Guided Reading, p. 20</li> <li>• Building Vocabulary, p. 23</li> <li>• Skillbuilder Practice, p. 24</li> <li>• Reteaching Activity p. 25</li> <li>• Geography Application pp. 28-29</li> <li>• Primary Sources, p. 30: Crisis in Little Rock</li> </ul> <p>Historic Supreme Court Decisions, pp. 73-78—<i>Brown v. Board of Education</i></p> <p><a href="http://encarta.msn.com/encnet/refpages/RefArticle.aspx?refid=761588641">Brown v. Board of Education of Topeka</a> <a href="http://encarta.msn.com/encnet/refpages/RefArticle.aspx?refid=761588641">http://encarta.msn.com/encnet/refpages/RefArticle.aspx?refid=761588641</a></p> <p>Encyclopedia article on the landmark 1954 court case in which the Supreme Court unanimously declared racially separate schools to be unconstitutional. The Brown ruling is among the most important Supreme Court decisions of the 20th century.</p> <p><a href="http://www.pbs.org/jefferson/enlight/brown.htm">Brown v. Board of Education</a> <a href="http://www.pbs.org/jefferson/enlight/brown.htm">http://www.pbs.org/jefferson/enlight/brown.htm</a></p> <p>PBS site discussing the issue of racial segregation in public schools and <i>Brown v. Board of Education</i>. Includes an image of Thurgood Marshall with James Nabrit Jr. and George E.C. Hayes after their victory before the Supreme Court on May 17, 1954. The Brown decision overturned the 1896 <i>Plessy v. Ferguson</i> decision that established that "separate but equal" facilities were constitutional.</p>	

*[Brown v. Board of Education](http://www.landmarkcases.org/brown/)* <http://www.landmarkcases.org/brown/>

Resources and activities for students related to the Supreme Court case of Brown v. Board of Education, 347 U.S. 483 (1954).

*[Brown v. Board of Education National Historic Site](http://www.nps.gov/brvb/)* <http://www.nps.gov/brvb/>

Image of the Monroe Elementary School in Topeka, Kansas, and a brief explanation of Public Law 102-525 establishing the Brown v. Board of Education National Historic Site to commemorate the landmark Supreme Court decision aimed at ending school segregation.

## Other Instructional Strategies

### Thematic Instructional Strategy:

- Ask students to research the “Little Rock Nine” and then write an outline for a documentary. Have students to include the students’ motivation for volunteering to enter the high school, what they experienced upon their arrival and the impact the experience had on their lives. <http://www.castlehs.com/mediacenter/little.htm>: The Little Rock Nine: The website provides accounts from key members. Information retrieved from the site will allow students to examine the importance of the incident and the impact the experience had on their lives.  
-Integrated Assessment  
Rubrics 1,6

### Skills Focus Instructional Strategy:

- Have students account for the information on the map on p. 907 using their knowledge of American History and the Civil War. Students should mention the former Confederacy’s adherence to segregation, the outlawing of segregation in the older Union states, and the lack of laws on the subject in states in the West, upper Midwest and northern New England where there were relatively few African Americans.

### Other Instructional Suggestions:

- Show the Film *Simple Justice* about the efforts of Charles Hamilton Houston, Thurgood Marshall and the NAACP legal strategy to reverse *Plessy v Ferguson* culminating in the *Brown v Board of Education* decision.

### Differentiated Instruction

AP and Honor Students:

- Have students create pictograms of one of the Little Rock 9 students. (See photograph of Elizabeth Eckford on p. 909, Electronic Library of Primary Sources—Melba Pattilo Beals and Craig Rains) The pictograms should include what they were feeling at the time and what happened to them after the first few months at Central High School in 1957.

### Students with Disabilities

Have students work in small groups and use library and Internet resources to research the issues in the *Brown* decision. Then have students write an editorial or opinion piece about the decision. Tell students to share their work with the rest of the class. In your *Americans* resources, look for Historic Supreme Court Cases: *Brown v. Board of Education*, pp.73-78.

<b>Unit X</b>	<b>Recreating a National Identity</b>	
<b>Aim 7</b>		
<b>SECTION</b>	<b>Dimensions of the Civil Rights Movement 1945-1970</b>	
<b>LESSON TITLE</b>	<b>Dr. Martin Luther King and Non-violent Protest</b>	
	<b>Theme: Individuals, Social and Political Interactions</b>	
<b>AIM 7 :</b> Describe the significances of Martin Luther King, Jr.’s Letter from a Birmingham Jail and I Have A Dream Speech.		
<b>Key Vocabulary:</b>		
“Letter from a Birmingham Jail” Fred Shuttlesworgh	Freedom Riders James Meredith	I Have A Dream Speech Alabama Christian Movement for Human Rights
<b>Content Expectation: Students will know...</b>		
<ul style="list-style-type: none"> <li>• Dr. Martin Luther King Jr.’s Letter from a Birmingham Jail and I had a Dream Speech was a significant dimension of the Civil Rights Movement (SSUSH 22d).</li> </ul>		
<b>Performance Expectation: The Student will...</b>		
<ul style="list-style-type: none"> <li>• Create a chart describing the significance of Martin Luther King’s <i>Letter from a Birmingham Jail</i> and <i>I Have a Dream</i> speech.</li> </ul>		
<b>Core Text</b>		
<i>McDougal Littell: The Americans</i> Chapter 29, Section 2		
<b>Other Resources:</b>		
In-Depth Resources: Unit 8 Guided Reading, p. 21 Primary Source: ‘I Have a dream”, p. 32		
<ul style="list-style-type: none"> <li>• <a href="http://www.stanford.edu/group/King/popular_requests/frequentdocs/birmingham.pdf">http://www.stanford.edu/group/King/popular_requests/frequentdocs/birmingham.pdf</a> --A copy of Martin Luther King’s Letter from a Birmingham Jail.</li> </ul>		
<a href="http://www.stanford.edu/group/King/popular_requests/">http://www.stanford.edu/group/King/popular_requests/</a> --Copies of King’s famous speeches are available as well as audio of the “I have a dream” speech.		

## Other Instructional Strategies

### Skills Focus Instructional Strategy:

- Have students read and analyze Dr. Martin Luther King Jr. 's *Letter from a Birmingham Jail* and *I Have a Dream* speech. Have them assess the impact of these two documents on American history.

[http://www.stanford.edu/group/King/popular\\_requests/frequentdocs/birmingham.pdf](http://www.stanford.edu/group/King/popular_requests/frequentdocs/birmingham.pdf) --A copy of Martin Luther King's Letter from a Birmingham Jail.

[http://www.stanford.edu/group/King/popular\\_requests/](http://www.stanford.edu/group/King/popular_requests/) --Copies of King's famous speeches are available as well as audio of the "I have a dream" speech.

### Other Instructional Suggestions:

- Allow students to construct a timeline chronicling Dr. Martin Luther King Jr.'s role in the Civil Rights Movement.

<http://www.thekingcenter.org/mlk/chronology.html>: The King Center: The site includes a timeline chronicling the life of Dr. Martin Luther King Jr.

### Differentiated Instruction

#### AP and Honor Students:

Allow students to examine Dr. Martin Luther King Jr.'s Letter from a Birmingham Jail and I Have a Dream speech. After reading the documents, allow students to create speeches addressing problems and solutions associated with the treatment of African Americans during the Civil Rights Movement.

#### Students with Disabilities

Read Dr. Martin Luther King Jr.'s "Letter from a Birmingham Jail" and "I Have a Dream" speech to students. Have them to create a chart that addresses the problems and solutions Dr. King saw of the treatment of African Americans.

#### ESOL

Pair ESL students with strong readers and have them read Martin Luther King, Jr.'s "I Have A Dream Speech". If you can obtain a recording of the speech, have students to listen to it as they follow along before reading the speech aloud. Then have the pairs identify and discuss examples of imagery that appear in the speech.

Examples:

- A great beacon light of hope
- Seared in the flames of withering injustice
- A joyous daybreak to end the long night of captivity

<b>Unit X Aim 8</b>	<b>Recreating a National Identity</b>
<b>SECTION 2 LESSON TITLE</b>	<b>Dimensions of the Civil Rights Movement 1945-1970 The Civil Rights Act and the Voting Rights Act Theme: Distribution of Power</b>
<b>AIM 8:</b> Describe the causes and consequences of the Civil Rights Act and the Voting Rights Act.	
<b>Key Vocabulary:</b>	
Civil Rights Act of 1964 Voting Rights Act of 1965	Freedom Summer Defacto segregation
Fannie Lou Hamer	
<b>Content Expectation: Students will know...</b>	
<ul style="list-style-type: none"> <li>• Civil rights activism, the march on Washington and the Birmingham Church Bombing led to the signing of the Civil Rights Act of 1964.</li> <li>• Freedom Summer and The Selma Campaign led to the signing of the Voting Rights Act of 1965.</li> <li>• Defacto segregation, violence in the North, the passing of the Civil Rights Act of 1968 and affirmative action were consequences associated with the Civil Rights Act of 1964 and the Voting Rights Act of 1965.. (SSUSH 22E)</li> </ul>	
<b>Performance Expectation: The Student will...</b>	
<ul style="list-style-type: none"> <li>• write an article explaining the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.</li> </ul>	
<b>Core Text</b>	
<i>McDougal Littell: The Americans</i> Chapter 29, Section 2	
<b>Other Resources:</b>	
In-Depth resources: Unit 8 Guided Reading, 21 Primary Source: Political Poster, p. 33 Geography Transparencies GT29: Percentage of Registered African Americans of Voting Age <a href="http://www.socialstudieshelp.com/Lesson_105_Notes.htm">http://www.socialstudieshelp.com/Lesson_105_Notes.htm</a> resources on the Civil Rights Act of 1964 and Voting Rights Act of 1965	

## Other Instructional Strategies

### Thematic Instructional Strategy:

Ask students to examine the chart on page 920 (Civil Rights Acts of the 1950s and 1960s). Allow students to list major goals of the civil rights movement that were achieved by the passage of the laws explained throughout the chart.  
The Americans, pg. 920

### Skills Focus Instructional Strategy:

- Students will interpret a civil rights picture and summarize their findings. *The Americans*, p. 919
- Allow students to create charts showing the intended and unintended consequences of the Civil Rights Act and the Voting Rights Act.  
<http://www.usdoj.gov/crt/voting/intro/intro.htm>: United States Department of Justice Civil Rights Division Voting Section: Introduction to Federal Voting Rights Laws. The website explains consequences of the Voting Rights Act.

### Other Instructional Suggestions:

- Have students conduct a political talk show discussing the Civil Rights Act of 1964 and Voting Rights Act of 1965.

### Differentiated Instruction

- AP and Honor Students: Ask students to create charts showing how the Civil Rights Movement created the climate for support of the Twenty-Fourth Amendment. Students should explain how the civil rights movement created public sympathy and concern for African Americans. They should also explain how public sympathy prodded legislators to act to end poll taxes that kept African Americans from voting.  
McDougall Littell: *The Americans* p. 92

[http://www.congresslink.org/print\\_basics\\_histmats\\_civilrights64text.htm](http://www.congresslink.org/print_basics_histmats_civilrights64text.htm): The website provides a thorough explanation of the major features of the Civil Rights Act of 1964.

[http://www.yale.edu/lawweb/avalon/statutes/voting\\_rights\\_1965.htm](http://www.yale.edu/lawweb/avalon/statutes/voting_rights_1965.htm): The website provides a copy of the Voting Rights Act of 1965.

### Students with Disabilities

Have students to list the major goals of the civil rights movement that were achieved by the passage of the Civil Rights Act of 1957, 1964, 1965, and 1968.

### ESOL

Provide a T-Chart with Civil Rights Act of 1957, 1964, 1965, and 1968 written in one column. Then in the next column, have the students to write the major goals of the civil rights movement achieved by the passage of each of these acts.

<b>Unit X Aim 9</b>	<b>Recreating a National Identity</b>
<b>SECTION 3 LESSON TITLE</b>	<b>Social Change Movements and Organizations Differences and similarities between the SNCC and the SCLC Theme: Individuals, Social and Political Interactions</b>
<b>AIM 9 :</b> Compare and contrast the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) tactics.	
<b>Key Vocabulary:</b>	
Student Non-Violent Coordinating Committee (SNCC)      Sit ins      Freedom Rides Southern Christian Leadership Committee (SCLC)	
<b>Content Expectation: Students will know...</b>	
<ul style="list-style-type: none"> <li>The differences between the Student Non-Violent Coordinating Committee and the Southern Christian Leadership Conference tactics; including sit-ins, freedom rides and changing compositions. (SSUSH 24A)</li> </ul>	
<b>Performance Expectation: The Student will...</b>	
<ul style="list-style-type: none"> <li>Create a flip book tracing the development and activities of SNCC and SCLC. Students will also write a comparison and contrasting essay for the end of the book.</li> </ul>	
<b>Core Text</b>	
<i>McDougal Littell: The Americans</i> Chapter 29, Section 1 pp. 911-913	
<b>Other Resources:</b>	
<ul style="list-style-type: none"> <li>In-Depth Resources: Unit 8 Guiding Reading , p. 20 Formal Assessment Section Quiz p. 510 Electronic Library of Primary Sources: -from Stride toward Freedom, 1958, by M.L. King Jr. <a href="http://www.ibiblio.org/sncc/">http://www.ibiblio.org/sncc/</a> Information on SNCC <a href="http://sclcnational.org/net/content/page.aspx?s=25461.0.12.2607">http://sclcnational.org/net/content/page.aspx?s=25461.0.12.2607</a> Information on SCLC.</li> </ul>	

## Other Instructional Strategies

### Thematic Instructional Strategy: Individual, Social and Political Interaction

- Allow students to work in cooperative learning groups to create charts showing how the SCLC and SNCC differed as shown through their accomplishments in the state of Georgia. [http://www.civilrights.uga.edu/bibliographies/amicus/sncc\\_sclc.htm](http://www.civilrights.uga.edu/bibliographies/amicus/sncc_sclc.htm); The website examines major works and accomplishments of the SCLC and the SNCC in several cities located in Georgia.

### Skills Focus Instructional Strategy:

- Have student groups choose one of the following organizations: SCLC or SNCC. Instruct students to use library or Internet resources to research the organization's history, philosophy, leaders and achievements. Have students report their findings in a written report or in a chart.

Integrated Assessment

-Rubrics 1, 4, 5

<http://www.ibiblio.org/sncc/people.html>: Provides biographical information and audio recollections from key members of the SNCC. Also highlights other issues in which became involved, including Vietnam, voting rights, feminism, white liberalism, non-violence, and Black Power.

<http://sclcnational.org/net/content/page.aspx?s=25461.0.12.2607>: The website provides the history and key players of the Southern Christian Leadership Conference.

### Other Instructional Suggestions:

- Have students create a collage showing the history and impact of SNCC and the SCLC.

### Differentiated Instruction

AP and Honor Students:

Allow students to write a critique explaining the positive and negative characteristics associated with both the SCLC and the SNCC. Students should explain how each group served as advocates for African American Rights. Afterwards, allow students to create an organization to address the needs of African American during the Civil Rights Movement. Students should write objectives and an effective plan of action.

Students with Disabilities

Have students to research SCLC and SNCC. Then have students create a seven-slide PowerPoint on each of these organizations. They should have a:

- title slide
- slide telling about SCLC
- slide explaining the positive characteristics associated with SCLC
- slide explaining the negative characteristics associated with SCLC
- slide telling about SNCC

- slide explaining the positive characteristics associated with SNCC
- slide explaining the negative characteristics associated with SNCC

<b>Unit X</b> <b>Aim 10</b>	<b>Recreating a National Identity</b>	
<b>SECTION 3</b> <b>LESSON TITLE</b>	<b>Social Change Movements and Organizations</b> <b>The National Organization of Women and the Modern Women’s Movement</b> <b>Theme: Individuals, Social and Political Interactions</b>	
<b>AIM 10 :</b> Describe the National Organization of Women and the beginning of the modern women’s movement.		
<b>Key Vocabulary:</b>		
Betty Friedan Feminism	National Organization for Women (NOW) Phyllis Schlafly The Feminine Mystique	Gloria Steinem Equal Rights Amendment
<b>Content Expectation: Students will know...</b>		
<ul style="list-style-type: none"> <li>women argued that the Equal Employment Opportunity Commission did not adequately address their grievances. Therefore, the National Organization for Women (NOW) was created.</li> <li>that women’s desire to be treated equal to men during the Civil Rights Movement and unfair treatment in the workplace led to the formation the modern women’s movement. (SSUSH 24B)</li> </ul>		
<b>Performance Expectation: The Student will...</b>		
<ul style="list-style-type: none"> <li>Create charts explaining how the accomplishments of Now created legal and social changes for women. .</li> </ul>		
<b>Core Text</b>		
<i>McDougal Littell: The Americans</i> Chapter 31 section 2		
<b>Other Resources:</b>		
<p>In-Depth Resources: Unit 8  Guiding Reading , p. 65  Building vocabulary, p. 67  Primary Resources,from the <i>Feminine Mystique</i>, p. 76  American Lives: Betty Friedan, p. 82  Critical Thinking Transparency CT31, CT65-The Women’s Movement; Percentage of All Women Who Are Working, 1950-1995.</p>		

## Other Instructional Strategies

### Thematic Instructional Strategy:

Students will write a talk show script of an interview with Betty Friedan and show how one individual can initiate social change.

- [http://litplans.com/authors/Betty\\_Friedan.html](http://litplans.com/authors/Betty_Friedan.html) Links to information on Betty Freidan and the Feminist Movement

### Skills Focus Instructional Strategy:

- Students will read and interpret an excerpt from *The Feminine Mystique*.

### Other Instructional Suggestions:

- Have students create a collage showing the history and impact of NOW. <http://www.now.org/history/history.html>: The website highlights the major accomplishments of the National Organization for Women.

### Differentiated Instruction

#### AP and Honor Students:

Allow students to create an organization advocating women's rights. The organization should address the needs and desires of women during the 1960s. Students should be able to explain how their organization will differ from the National Organization for Women.

#### Students with Disabilities

As student read pages 982-986 have them to create a time line of key events relating to the women's movement. Then have them to write a paragraph at the end of the time line that they think best demonstrates progressive reform.

#### ESOL

Pair students and have them review the phrases below. Have students work together to explain the phrase by investigating the literal meaning of the words and how they are being used in this specific context.

#### PHRASES

- *Galvanizing* women
- Gender discrimination
- Concrete action
- Sex-segregated job ad
- Militant group

<b>Unit X Aim 11</b>	<b>Recreating a National Identity</b>		
<b>SECTION 3 LESSON TITLE</b>	<b>Social Change Movements and Organizations The Anti-Vietnam War Movement Theme: Individuals, Social and Political Interactions</b>		
<b>AIM 11 :</b> Analyze the anti-Vietnam War movement.			
<b>Key Vocabulary:</b>			
Draft	Free Speech Moveme	New Left	
Dove	Students for a Democratic Society	Hawk	
<b>Content Expectation: Students will know...</b>			
<ul style="list-style-type: none"> <li>The Anti-Vietnam Movement was a significant historical event because it caused resistance among groups and divided the nation.</li> </ul>			
<b>Performance Expectation: The Student will...</b>			
<ul style="list-style-type: none"> <li>Create a graph showing causes of the Anti-Vietnam Movement.</li> </ul>			
<b>Core Text</b>			
<i>McDougal Littell: The Americans</i> Chapter 30 section 3			
<b>Other Resources:</b>			
<ul style="list-style-type: none"> <li>In-Depth Resources: Unit 8 Guided Reading, p. 41 Primary Sources; Protest Buttons, p. 56; The New Left, p. 57 American Stories: Matters of Conscience</li> </ul>			
<p><u><a href="http://vietnam.vassar.edu/">The Wars for Vietnam 1945 to 1975 - http://vietnam.vassar.edu/</a></u>  "America's longest war ended more than two decades ago, yet a number of significant and important questions remain unanswered: What was the nature of the modern Vietnamese revolution? How can we explain the American intervention? Why did the war drag on so long? Critics of the American intervention claim that the war was unnecessary and immoral and that policymakers in Washington dragged the country into an unwanted war. In contrast, a small group of scholars and military leaders offer an emotional defense of American intervention. A careful examination of the myriad sources reveals that neither view is entirely accurate and that the interplay of events was far more complicated than most accounts suggest." From the website.</p> <p><u><a href="http://www.vietnampix.com/">http://www.vietnampix.com/</a></u>: The site provides, photos and background information about the Vietnam War.</p>			

## Other Instructional Strategies

### Thematic Instructional Strategy:

- Allow students to present an oral reading of a soldier's letter home or a passage about a young man considering the draft. Photocopy pages from Gerald Coffee's book, *Beyond Survival* quoted on page 946, or excerpts from other primary sources. Ask students to select a passage or letter to read to the class. Afterwards, allow students to participate in a Socratic seminar to discuss their feelings about the war.

[http://www2.iath.virginia.edu/sixties/HTML\\_docs/Resources/Primary/Winter\\_Soldier/WS\\_entry.html](http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Winter_Soldier/WS_entry.html):

The site provides primary documents from Vietnam Veterans Against the War.

### Skills Focus Instructional Strategy:

- Ask students to explain the line graph on page 949. Afterwards, allow students to convert the line graph into a bar graph showing U.S. Military Personnel in Vietnam.

### Other Instructional Suggestions:

- Allow students to work in cooperative learning groups to write lyrics for a "hawk" or a "dove" song. Encourage groups to provide original music and lyrics. Students may perform their songs live or record performances before class. Ask students to distribute copies of their song lyrics that classmates can follow along as they listen to performances.

Integrated Assessment Rubric 3

<http://members.tripod.com/~ffhiker/index-3.html>: the website provides lyrics to popular war ballads.

### Differentiated Instruction

#### AP and Honor Students:

Have students use the Internet or library resources to find news articles about the War in Iraq. Ask each student or group of students to summarize at least five articles about this conflict and to analyze each article's "angle" to determine the impression they think it gives the reader. For example, many articles leave the reader feeling that the United States government is doing a good job or is providing a humanitarian service to another country, while other articles might portray the U.S. government in a less favorable light. Discuss students' findings. How does the media tend to

portray the conflict? Why do students think this is the case? Do they think the media plays an important role in the public perception of war and United States foreign policy? What role might the media have played in public perceptions of the Vietnam War? Allow students to find articles or Web sites pertaining to the role of the media in the Vietnam War, and ask them to compare the media's portrayal of the Vietnam War with its portrayal of the current conflict they've studied by writing a short essay.

**Students with Disabilities**

Have students recreate the tree diagram on page 953 Main Idea. They will create an Anti-Vietnam tree diagram. The tree could have how the media portray the conflict, government stand, public perceptions, and so on.

**ESOL**

Create a poster with Anti-Vietnam pictures and slogans.

<b>Unit X Aim 12</b>	<b>Recreating a National Identity</b>	
<b>SECTION 3 LESSON TITLE</b>	<b>Social Change Movements and Organizations Cesar Chavez and the united Farm Workers’ Movement Theme: Individuals, Social and Political Interactions</b>	
<b>AIM 12:</b> Analyze Cesar Chavez and the United Farm Workers’ movement		
<b>Key Vocabulary:</b>		
Cesar Chavez American Indian Movement	United Farm Worker’s Movement	La Raza Unida
<b>Content Expectation: Students will know...</b>		
<ul style="list-style-type: none"> <li>That Cesar Chavez fought for Latino’s civil rights through the United Farm Workers’ movement. (SSUSH 24D).</li> </ul>		
<b>Performance Expectation: The Student will...</b>		
<ul style="list-style-type: none"> <li>Create a patch that shows the history and impact of the United Farm Worker’s Movement led by Cesar Chavez for a Latino Civil Rights quilt.</li> </ul>		
<b>Core Text</b>		
<i>McDougal Littell: The Americans</i> Chapter 31 section 1.		
<b>Other Resources:</b>		
<ul style="list-style-type: none"> <li>In-Depth Resources: Unit 8 Guided Reading, p. 64 Geography Transparencies GT31: Latino and Native American Population Centers, 1970 Primary Resources, The Farm Workers Movement, p. 74; United Farm Workers Poster, p. 75 American Lives: Cesar Chavez, p. 81 <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=777">http://www.readwritethink.org/lessons/lesson_view.asp?id=777</a> Lesson Plan on writing a free verse poem in the voice of Cesar Chavez <a href="http://www.ufw.org/">http://www.ufw.org/</a>: the website provides comprehensive videos, audios and written information about the UFW. <a href="http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/chavez">http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/chavez</a>: The website provides information chronicling the life and accomplishments of Cesar Chavez</li> </ul>		

## Other Instructional Strategies

### Thematic Instructional Strategy: Individual, Social and Political Interaction

- Students will write a talk show script of an interview with Cesar Chavez to show how one individual can initiate social change.

### Skills Focus Instructional Strategy:

- Have students use the Internet and interviews of people old enough to remember the UFW's boycott against California grape growers. Allow students to construct a chart showing the economic damage caused by the boycott. Ask students to discuss what groups of people most likely supported the boycott and why they did so.  
-Integrated Assessment: Rubric 1,2  
<http://www.pbs.org/itvs/fightfields/cesarchavez1.html>: The site provides information about the works of Cesar Chavez and the UFW.

### Other Instructional Suggestions:

- Have students create a collage showing the history and impact of the United Farm Workers.
- Have students analyze a poster of the United Farm Workers (Primary Resource)

### Differentiated Instruction

- AP and Honor Students: Create debate and research teams to allow groups of students to debate the issue of illegal immigration. After the debate allow students to use their research to discuss possible solutions to illegal immigration to America.  
<http://immigration.procon.org/viewresource.asp?resourceID=841>: This site gives readers an overview of the debate offering "pro" and "con" responses to central questions in the words of the actual proponents and opponents of the debate.

#### Students with Disabilities

Help students understand the large increase in the Latino population during the 1960s. have students follow these steps:

- Read pages 974-975
- Create a cluster diagram, listing the Latin American countries and regions from which most of the immigrants came. Make sure to include Mexico, Puerto Rico, Cuba, El Salvador, Guatemala, Nicaragua, and Colombia
- Jot down reasons why Latinos in each region decided to leave their homelands.
- Add the city or cities where each group settled.

#### ESOL

Follow the steps in Students with Disabilities but allow them to work in groups or pairs.

<b>Unit X Aim 13</b>	<b>Recreating a National Identity</b>
<b>SECTION 3 LESSON TITLE</b>	<b>Social Change Movements and Organizations The Rise of the Modern Environmentalist Movement Theme: Individuals, Social and Political Interactions</b>
<b>AIM 13:</b> Analyze Cesar Chavez and the United Farm Workers' movement	
<b>Key Vocabulary:</b>	
Silent Spring	Rachel Carson
	Water Quality Act of 1965
<b>Content Expectation: Students will know...</b>	
<ul style="list-style-type: none"> <li>Rachel Carson's <i>Silent Spring</i> was important in the developments of Earth Day, the creation of the Environmental Protection Agency (EPA), and the modern environmentalist movement (SSUSH 24e).</li> </ul>	
<b>Performance Expectation: The Student will...</b>	
<ul style="list-style-type: none"> <li>create a chart showing the consequences of Rachel Carson's <i>Silent Spring</i>.</li> </ul>	
<b>Core Text</b>	
<i>McDougal Littell: The Americans</i> Chapter 28 p. 897 and Chapter 32 section 4.	
<b>Other Resources:</b>	
<ul style="list-style-type: none"> <li>In-Depth Resources: Unit 9 Guided Reading, p. 4 Primary Source: <i>Silent Spring</i>, p. 16 Electronic Library of Primary Sources: "Principles of Environmental Justice"</li> </ul>	

## Other Instructional Strategies

### Thematic Instructional Strategy:

- Allow students to create a time line chronicling the history of the EPA. Also, students should highlight government regulations and changes set forth by the organization.  
<http://www.epa.gov/history/timeline/index.htm>: The site provides a timeline and additional websites chronicling the history of the EPA.

### Skills Focus Instructional Strategy:

- Refer students to the section “the Government Takes Action.” Ask them to analyze the assumptions behind the following actions: Creation of the Environmental Protection Agency, Passage of the Clean Air Act of 1970, Clean Water Act and Endangered Species Act.  
In-Depth Resources; Unit 9  
Sillbuilders practice: Analyzing Assumptions, p. 6.

### Other Instructional Suggestions:

- Allow students to work in cooperative learning groups to brainstorm a list of Earth Day activities. Have each group share their lists with the class. Lead a discussion about actions students can take to help protect the environment.

### Differentiated Instruction

#### AP and Honor Students:

Allow students to create a chart showing how Americans are harming the environment and destroying the ozone layer. Also allow students to create charts showing what Americans are currently doing to save the environment. Once charts are created , allow students to create an organization to address the growing concern about protecting the environment. Allow students to write objectives, platforms and summaries explaining how they plan to save the environment.

#### Students with Disabilities

Have students create a flyer about Earth Day. On the flyer they must tell how Earth Day came about. Also, have them to put some suggestions on ways to save our environment.

#### ESOL

Have students to create a poster about Earth Day. On the poster they must tell how Earth Day came about. Also, have them to put some suggestions on ways to save our environment.

