

| Instructional Timeframe: | Learning Goals | Suggested Learning Support |
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| <p style="text-align: center;">Unit 5 Topic 1 The Cold War</p> <p style="text-align: center;">8-10 Days</p> | <p>Overarching learning goals: <i>By the end of this unit students will be able to-</i></p> <ol style="list-style-type: none"> 1. Analyze the reasons that the wartime alliance between the United States and Soviet Union unraveled. 2. Evaluate the effectiveness of Stalin's blockade of Berlin and analyze the effects of this action. 3. Examine the long term effects of the Korean War. 4. Describe the causes and results of the arms race between the United States and the Soviet Union. 5. Analyze worldwide conflicts that erupted in Eastern Europe, the Middle East, and other places. 6. Analyze the rise and fall of Senator Joseph McCarthy and the methods of McCarthyism. <p>Overarching language goals: <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Distinguish main idea from supporting points in class discussions. 2. Sequence certain events from the Cold War. 3. Compare and contrast author's point of view in primary source documents. 4. Use historical reasoning to defend a stance on a topic. | <p>Adopted Text- Prentice Hall <i>US History</i> Chapter 16</p> <p>Outside of the Text- Truman Doctrine Korean War: A Police Action Post War Politics and the Origins of the Cold War- Gilder-Lehrman The Fifties-Gilder-Lehrman Animal Farm Lessons The Cold War Reading Like a Historian Eisenhower Doctrine Anti-Communism Lesson from Edsitement Essential Library from OCSS-Truman orders Korea Action, NY Times www.historyteacher.net www.pptpalooza.net Modern History Soucebook Cold War Docs</p> |

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| <p style="text-align: center;">Oklahoma Academic Standards</p> | <p>Content Standard 5: The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.</p> <ol style="list-style-type: none"> 1. Cite specific textual and visual evidence to analyze the origins of international alliances and efforts at containment of Communism following World War II. <ol style="list-style-type: none"> A. Identify the origins of Cold War confrontations between the Soviet Union and the United States including the leadership of President Harry Truman, the postwar division of Berlin, the Berlin Blockade and Airlift, the fall of the Iron Curtain, and the Marshall Plan. B. Describe the role of the United States in the formation of the United Nations, NATO and the resulting Warsaw Pact, and the dividing of the political world into the Western and Soviet spheres of influence. C. Assess the impact and successes of the <i>Truman Doctrine</i> including the American military response to the invasion of South Korea 2. Cite specific textual and visual evidence to describe events which changed domestic policies during the Cold War and its aftermath. <ol style="list-style-type: none"> A. Summarize the reasons for the public fear of communist influence within the United States and how politicians capitalized on these threats including the leadership of President Dwight D. Eisenhower, the Army-McCarthy hearings, the Second Red |
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| | <p>Scare, and the Rosenbergs' spy trials.</p> <p>B. Examine the impact of the proliferation of nuclear weapons and the resulting nuclear arms race, the concept of brinkmanship, the doctrine of mutually assured destruction (MAD), and the launching of <i>Sputnik</i> and the space race.</p> |
| <p>Process and Literacy Skills</p> | <p>1: Reading Skills. The student will develop and demonstrate social studies reading literacy skills</p> <p>A. Key Ideas</p> <ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <p>2: Writing Skills. The student will develop and demonstrate social studies writing literacy skills.</p> <p>A. Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form c. Use words, phrases, and clauses to link the sections of the text and clarify the relationships d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. |

| Possible Learning Activities | Possible Assessments | Essential Questions |
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| <p>Use the Summit Statements from Khrushchev and Eisenhower and use a Venn Diagram to compare the discussion points on espionage during the Cold War.</p> <p>For extension, students can work in groups to decide if the reasons listed by Khrushchev and Eisenhower were valid or not. The students will then identify what statements give validity or take it away from the passage.</p> | <p>Textbook section and chapter assessments</p> <p>Question of the day</p> <p>Focused Free Writes</p> <p>4 Corners</p> <p>Anticipation Guide</p> | <ol style="list-style-type: none"> 1. How did the United States respond to the expansion of communism and Soviet influence? 2. What events caused President Truman to propose what became known as the Truman Doctrine? 3. How did Americans react to the possible expansion of communism within the U.S.? 4. What were the events leading to the formation of the UN and NATO? 5. What was the result of U.S. involvement in Korea? 6. How was Eisenhower's approach to foreign affairs different from that of Truman? 7. How did fear of domestic communism affect American Society during the Cold War? |



| Academic Vocabulary/Concepts | Proficiency Scales | |
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| Socialism Communism Proliferation Containment Spheres of Influence Arms Race | | |

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| <p align="center">Unit 5 Topic 2 Civil rights 6-8 Days</p> | <p>Overarching learning goals: <i>By the end of this unit students will be able to-</i></p> <ol style="list-style-type: none"> Describe efforts to end segregation in the 1940s and 1950s. Analyze the importance of <i>Brown v. Board of Education</i> Describe the sit-ins, freedom rides and the actions of James Meredith in the early 1960s. Explain how the protests at Birmingham and the March on Washington were linked to the Civil Rights Act of 1964. Compare the goals and methods of African American leaders. <p>Overarching language goals: <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> Evaluate information presented in academic conversations. Take a stance on a Civil Rights issue and use evidence to defend it. Match causes of the Civil Rights Movements to the effects. Summarize content related notes from lectures. | <p>Adopted Text- Prentice Hall <i>US History</i> Chapter 18</p> <p>Outside of the Text- The Civil Rights Movement- Gilder-Lehrman Plessy v Ferguson Brown v Board of Education of Topeka, Kansas The Freedom Riders and the Popular Music of the Civil Rights Movement - from Edsitement Essential Library from OCSS-I Have a Dream, Martin Luther King, Jr. Ballot or Bullet, Malcolm X Brown V. Board of Edc. Opinion SNCC March on Washington, Lewis McLaurin Decision Sipuel Case Study Sit-Ins Begin, Clara Luper Picturing Freedom: Selma-to-Montgomery March, 1965 JFK, Freedom Riders and the Civil Rights Movement Birmingham Children's March - Youtube Modern History Sourcebook US Society The Sixties- Gilder-Lehrman</p> |

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| <p align="center">Oklahoma Academic Standards</p> | <p>Content Standard 5: The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.</p> <ol style="list-style-type: none"> Cite specific textual and visual evidence to analyze the major events, personalities, tactics, and effects of the Civil Rights Movement. <ol style="list-style-type: none"> Assess the effects of President Truman’s decision to desegregate the United States armed forces, and the legal attacks on segregation by the NAACP and Thurgood Marshall, the United States Supreme Court decisions in the cases of Ada Lois Sipuel Fisher and George McLaurin, and the differences between <i>de jure</i> and <i>de facto</i> segregation. Compare and contrast segregation policies of “separate but equal,” disenfranchisement of African Americans through poll taxes, literacy tests, and violence; and the sustained attempts to dismantle segregation including the <i>Brown v. Board of Education</i> decision, Rosa Parks and the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the Oklahoma City lunch counter sit-ins led by Clara Luper, the Freedom Rides, the March on Washington, the Birmingham church bombing, the adoption of the <i>24th Amendment</i>, the passage of the <i>Civil Rights Act of 1964</i> and the <i>Voting Rights Act of 1965</i>, the Selma to Montgomery marches, and the assassination of Dr. Martin Luther King, Jr. Compare and contrast the view points and the contributions of civil rights leaders and organizations linking them to events of the movement including Dr. Martin Luther King, Jr. and his <i>I Have a Dream</i> speech, Malcolm X, NAACP, SCLC, CORE, SNCC, and the tactics used at different times including civil disobedience, non-violent resistance, sit-ins, boycotts, marches, and voter registration drives |
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| Process and Literacy Skills | <p>1: Reading Skills.The student will develop and demonstrate social studies reading literacy skills.</p> <p>A. Key Ideas and Details</p> <ol style="list-style-type: none"> 1. . Cite specific textual evidence to support analysis of primary and secondary sources. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <p>2: Writing Skills.The student will develop and demonstrate social studies writing literacy skills.</p> <p>A. Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form c. Use words, phrases, and clauses to link the sections of the text and clarify the relationships d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. |
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| Possible Learning Activities | Possible Assessments | Essential Questions |
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| <p>Group the students into groups of five. Each group will analyze a certain topic over Civil Rights. The groups will discuss and each create a poster using visuals and text explaining the impact that their event had on the Civil Rights Movement. The groups will then present the information to the class, who will be taking notes on the presentation.</p> <p>Extension- The students can use their posters and put them in order to create a class Civil Rights Timeline.</p> | <p>Textbook section and chapter assessments Question of the day Focused Free Writes 4 Corners Anticipation Guide</p> | <ol style="list-style-type: none"> 1. How did segregation affect the lives of African Americans? 2. What events of the 1940'S and 1950'S were the beginnings of the Civil Rights Movement? 3. How did Civil Rights Activists especially Martin Luther King and Malcolm X challenge discrimination? 4. How did the civil rights movement gain ground in the 1960s? 5. What was the impact of the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the assassination of MLK affect the U.S.? |
| Academic Vocabulary/Concepts | Proficiency Scales | |
| <p>Sit-down strikes Stit in Freedom Riders</p> | | |

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| <p style="text-align: center;">Unit 5</p> <p style="text-align: center;">Topic 3</p> <p style="text-align: center;">The Kennedy-Johnson Years</p> <p style="text-align: center;">4-5 Days</p> | <p>Overarching learning goals: <i>By the end of this unit students will be able to-</i></p> <ol style="list-style-type: none"> 1. Evaluate how Kennedy took to change American foreign policy. 2. Analyze the causes and effects of the Bay of Pigs invasion and the Cuban Missile Crisis. 3. Evaluate the impact of Kennedy's domestic Policies. 4. Assess the impact of the Kennedy assassination. 5. Analyze Johnson's goals and actions as seen in his Great Society programs and assess the achievements of the Great Society. <p>Overarching language goals: <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Distinguish main idea from supporting points in class discussions. 2. Analyze and share pros and cons of Johnson's Great Society 3. Differentiate between fact and opinion when reading a text. 4. Outline ideas and details using graphic organizers. | <p>Adopted Text- Prentice Hall <i>US History</i> Chapter 19</p> <p>Outside of the Text- Kennedy's Inaugural Address The Missiles of October- From Edsitement JFK, LBJ, and the Fight for Equal Opportunity in the 1960s- From Edsitement Civil Rights Act of 1964 Gideon v Wainwright Miranda v Arizona The Sixties- Gilder-Lehrman Modern History Sourcebook US Society Essential Library from OCSS- Kennedy's Inaugural Address Great Society, LBJ Address</p> |

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| <p style="text-align: center;">Oklahoma Academic Standards</p> | <p>Content Standard 5: The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.</p> <ol style="list-style-type: none"> 1. Cite specific textual and visual evidence to analyze the origins of international alliances and efforts at containment of Communism following World War II. <ol style="list-style-type: none"> D. Compare and contrast the domestic and international goals of President Kennedy's administration as expressed in his <i>Inaugural Address</i> to the subsequent building of the Berlin Wall, the Bay of Pigs Invasion, the Cuban Missile Crisis, and the establishment of the Peace Corps. 5. Cite specific textual and visual evidence to analyze the ongoing social and political transformations within the United States. <ol style="list-style-type: none"> A. Summarize and examine the United States Supreme Court's use of the incorporation doctrine in applying the <i>Bill of Rights</i> to the states, thereby securing and further defining individual rights and civil liberties. B. Assess the lasting impact of President Lyndon Johnson's civil rights initiatives, the war on poverty, and the Great Society. |
| <p style="text-align: center;">Process and Literacy Skills</p> | <p>1: Reading Skills. The student will develop and demonstrate social studies reading literacy skills.</p> <p>A. Key Ideas and Details</p> <ol style="list-style-type: none"> 1. . Cite specific textual evidence to support analysis of primary and secondary sources. |

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| | <ol style="list-style-type: none"> 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <p>2: Writing Skills. The student will develop and demonstrate social studies writing literacy skills.</p> <p>A. Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form c. Use words, phrases, and clauses to link the sections of the text and clarify the relationships d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented |
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| Possible Learning Activities | Possible Assessments | Essential Questions |
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| Present students with the situations surrounding the court cases Escobedo v. Illinois & Gideon v. Wainwright and allow them to decide the outcome. Conclude, by having students explain how these court cases still affect their lives today. | Textbook section and chapter assessments Question of the day Focused Free Writes 4 Corners Anticipation Guide | <ol style="list-style-type: none"> 1. How did Kennedy respond to the continuing challenges of the Cold War? 2. What were the causes and effects of the U.S. confrontation with the U.S.S.R. in Berlin? 3. What were the causes and effects of the Bay of Pigs invasion and the U.S./Soviet confrontation in Cuba? 5. What were the major goals and achievements of LBJ's Great Society? 6. What were the reasons for passing and the impact of the 22nd and 25th amendments to the Constitution? |
| Academic Vocabulary/Concepts | Proficiency Scales | |
| Bay of Pigs Invasion Cuban Missile Crisis Space Race Deficit Spending Civil Rights Act Great Society | | |

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| <p style="text-align: center;">Unit 5 Topic 4 The Vietnam War</p> <p style="text-align: center;">5-6 Days</p> | <p>Overarching learning goals: <i>By the end of this unit students will be able to-</i></p> <ol style="list-style-type: none"> 1. Describe the reasons that the United States helped the French fight the Vietnamese. 2. Analyze how the United States increased its involvement in Vietnam. 3. Analyze the factors that caused President Johnson to increase American troop strength in Vietnam. 4. Analyze the Tet Offensive and American reaction to it. 5. Assess Nixon’s new approach to the war and explain why protests continued. 6. Evaluate the impact of the Vietnam War on the United States. <p>Overarching language goals: <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Evaluate information presented in academic conversations. 2. Take a stance on the Vietnam War and use evidence to defend it. 3. Match causes of the Vietnam War to the effects. 4. Summarize content related notes from lectures. | <p>Adopted Text- Prentice Hall <i>US History</i> Chapter 20</p> <p>Outside of the Text- The Seventies from Gilder-Lehrman The Gulf of Tonkin Resolution and Escalation of the Vietnam War War Powers Act Essential Library from OCSS- Domino Theory, Eisenhower conference War Powers Act</p> |
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| <p style="text-align: center;">Oklahoma Academic Standards</p> | <p>Content Standard 5: The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.</p> <ol style="list-style-type: none"> 3. Cite specific textual and visual evidence to analyze the series of events and long term foreign and domestic consequences of the United States’ military involvement in Vietnam including the Domino Theory, the <i>Gulf of Tonkin Resolution</i>, the Tet Offensive, the presidential election of 1968, university student protests, expanded television coverage of the war, the <i>War Powers Act</i>, and the <i>26th Amendment</i>. 5. Cite specific textual and visual evidence to analyze the ongoing social and political transformations within the United States. <ol style="list-style-type: none"> F. Evaluate the impact of the ... the <i>Pentagon Papers</i>,... |
| <p style="text-align: center;">Process and Literacy Skills</p> | <p>1: Reading Skills. The student will develop and demonstrate social studies reading literacy skills.</p> <p>A. Key Ideas and Details</p> <ol style="list-style-type: none"> 1. . Cite specific textual evidence to support analysis of primary and secondary sources. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <p>2: Writing Skills. The student will develop and demonstrate social studies writing literacy skills.</p> <p>A. Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims |

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| | <ul style="list-style-type: none"> b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form c. Use words, phrases, and clauses to link the sections of the text and clarify the relationships d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. |
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| Possible Learning Activities | Possible Assessments | Essential Questions |
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| Compare the War Powers Act with The Gulf of Tonkin Resolution and debate the decision to go to war in Vietnam. | Textbook section and chapter assessments Question of the day Focused Free Writes 4 Corners Anticipation Guide | <ol style="list-style-type: none"> 1. Why did the U.S. support the French in their quest to re-conquer Indochina? 2. How did the Vietnam War impact American society and American foreign policy? |
| Academic Vocabulary/Concepts | Proficiency Scales | |
| Containment Superpowers | | |

| Instructional Timeframe: | Learning Goals | Suggested Learning Support |
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| <p style="text-align: center;">Unit 5 Topic 5 Protests and Change</p> <p style="text-align: center;">2-4 Days</p> | <p>Overarching learning goals: <i>By the end of this unit students will be able to-</i></p> <ol style="list-style-type: none"> 1. Evaluate the impact of the counterculture on American values and society. 2. Assess the impact of the women’s movement on American society. 3. Analyze the Latino and Native American rights movements of the 1960s and 1970s. <p>Overarching language goals: <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Distinguish main idea from supporting points in class discussions. 2. Analyze and share pros and cons of the protest movements 3. Differentiate between fact and opinion when reading a text. 4. Outline ideas and details using graphic organizers. | <p>Adopted Text- Prentice Hall <i>US History</i> Chapter 21 Sections 1-3</p> <p>Outside of the Text-</p> <p>Roe v Wade Modern History Sourcebook Essential Library from OCSS- Reclaiming the Land AIM Cesar Chavez, New Decade The 60s and Protest Music Reading Like A Historian</p> |
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| <p style="text-align: center;">Oklahoma Academic Standards</p> | <p>Content Standard 5: The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.</p> <ol style="list-style-type: none"> 4. Cite specific textual and visual evidence to analyze the major events, personalities, tactics, and effects of the Civil Rights Movement. <ol style="list-style-type: none"> D. Evaluate the effects the Civil Rights Movement had on other contemporaneous social movements including the Women’s Liberation Movement, the United Farm Workers and César Chávez, and the American Indian Movement. 5. Cite specific textual and visual evidence to analyze the ongoing social and political transformations within the United States. <ol style="list-style-type: none"> C. Describe the goals and effectiveness of the Native American movement on tribal identity and sovereignty including the American Indian Movement (AIM), and the Siege at Wounded Knee. D. Cite specific textual and visual evidence to compare and contrast the changing roles of women from the Post-war Era through the 1970s including the goals of the Women’s Liberation Movement, the National Organization of Women (NOW), the attempts to ratify the <i>Equal Rights Amendment</i> (ERA), and the United States Supreme Court’s ruling in <i>Roe v. Wade</i>. |
| <p style="text-align: center;">Process and Literacy Skills</p> | <p>1: Reading Skills. The student will develop and demonstrate social studies reading literacy skills.</p> <p>A. Key Ideas and Details</p> <ol style="list-style-type: none"> 1. . Cite specific textual evidence to support analysis of primary and secondary sources. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <p>2: Writing Skills. The student will develop and demonstrate social studies writing literacy skills.</p> <p>A. Text Types and Purposes</p> |

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| | <ol style="list-style-type: none"> 1. Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form c. Use words, phrases, and clauses to link the sections of the text and clarify the relationships d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. |
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| The student can create a graphic organizer or foldable and compare motivations and methods used by different protest groups and discuss whether they were successful or not in a short written response. | Textbook section and chapter assessments Question of the day Focused Free Writes 4 Corners Anticipation Guide | 1. What led to the rise of the women’s movement, and what impact did it have on U.S. society? |
| Academic Vocabulary/Concepts | Proficiency Scales | |
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| <p style="text-align: center;">Unit 5 Topic 6 Nixon and the Cold War</p> <p style="text-align: center;">3-4 Days</p> | <p>Overarching learning goals: <i>By the end of this unit students will be able to-</i></p> <ol style="list-style-type: none"> 1. Analyze Nixon’s Southern strategy. 2. Explain the Watergate incident and analyze its consequences. 3. Evaluate the presidency of Gerald Ford. <p>Overarching language goals: <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Evaluate information presented in academic conversations. 2. Take a stance on the Watergate Scandal and use evidence to defend it. 3. Match causes of the Watergate Scandal to the effects. 4. Summarize content related notes from lectures. | <p>Adopted Text- Prentice Hall <i>US History</i> Chapter 22 sections 1 and 2</p> <p>Outside of the Text- President Ford’s Statement on Pardoning Nixon Modern History Sourcebook Essential Library from OCSS- Nixon Pardoned- NY Times Lesson from PBS All the President’s Men Detente Under Nixon Nixon Visits China Nixon’s Resignation</p> |
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| <p style="text-align: center;">Oklahoma Academic Standards</p> | <p>Content Standard 5: The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.</p> <ol style="list-style-type: none"> 5. Cite specific textual and visual evidence to analyze the ongoing social and political transformations within the United States. <ol style="list-style-type: none"> E. Analyze the political and economic impact of President Nixon’s foreign policies including <i>détente</i> and the opening of China. F. Evaluate the impact of the Watergate Scandal on executive powers including the role of the media, the <i>Pentagon Papers</i>, the first use of the <i>25th Amendment</i>, and President Ford’s decision to pardon former President Nixon |
| <p style="text-align: center;">Process and Literacy Skills</p> | <p>1: Reading Skills. The student will develop and demonstrate social studies reading literacy skills.</p> <p>A. Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <p>2: Writing Skills. The student will develop and demonstrate social studies writing literacy skills.</p> <p>A. Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form c. Use words, phrases, and clauses to link the sections of the text and clarify the relationships |

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| | <ul style="list-style-type: none"> d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. |
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| Gilder-Lehrman - Nixon Lesson https://www.gilderlehrman.org/history-by-era/seventies/resources/end-vietnam-war-conscience-resistance-and-reconciliation | Textbook section and chapter assessments Question of the day Focused Free Writes 4 Corners Anticipation Guide | <ol style="list-style-type: none"> 1. How did Nixon change Cold War diplomacy during his presidency? 2. Why did Nixon reach out to China? |
| Academic Vocabulary/Concepts | Proficiency Scales | |
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| <p style="text-align: center;">Unit 6 Topic 1 President Carter</p> <p style="text-align: center;">2-3 Days</p> | <p>Overarching learning goals: <i>By the end of this unit students will be able to-</i></p> <ol style="list-style-type: none"> 1. Assess the domestic policies of Jimmy Carter. 2. Analyze how American society changed in the 1970s. 3. Compare the policies of Gerald Ford and Jimmy Carter toward the Soviet Union. <p>Overarching language goals: <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Distinguish main idea from supporting points in class discussions. 2. Analyze and share pros and cons of the President Carter's foreign policy 3. Differentiate between fact and opinion when reading a text. 4. Outline ideas and details using graphic organizers | <p>Adopted Text- Prentice Hall <i>US History</i> Chapter 22 Sections 2-3</p> <p>Outside of the Text- Camp David Accords Iran Hostage Crisis Iran Hostage Video Discovery Education Video 1978 Discovery Education Argo Video</p> |
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| <p>Oklahoma Academic Standards</p> | <p>Content Standard 6: The student will analyze the foreign and domestic policies in the contemporary era, 1977 to the present.</p> <ol style="list-style-type: none"> 1. Cite specific textual and visual evidence to evaluate President Carter's foreign policy in the Middle East including the <i>Camp David Accords</i>, the OPEC oil embargo, and the response to the 1979 Iranian hostage crisis. |
| <p>Process and Literacy Skills</p> | <p>1: Reading Skills. The student will develop and demonstrate social studies reading literacy skills.</p> <p>A. Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <p>2: Writing Skills. The student will develop and demonstrate social studies writing literacy skills.</p> <p>A. Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form c. Use words, phrases, and clauses to link the sections of the text and clarify the relationships d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. |

| Possible Learning Activities | Possible Assessments | Essential Questions |
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| <p>The students can create an illustrated timeline of Carter's presidency and then write a short response on whether he has been treated fairly by historians.</p> | <p>Textbook section and chapter assessments Question of the day Focused Free Writes 4 Corners Anticipation Guide</p> | <ol style="list-style-type: none"> 1. What were the successes and failures of President Carter's foreign policy in the Middle East? 2. How did the seizure of the U.S. Embassy by Iranian students affect Americans' view of the world? |
| Academic Vocabulary/Concepts | Proficiency Scales | |
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| Instructional Timeframe: | Learning Goals | Suggested Learning Support |
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| <p style="text-align: center;">Unit 6</p> <p style="text-align: center;">Topic 2 The Conservative Resurgence</p> <p style="text-align: center;">5-7 Days</p> | <p>Overarching learning goals: <i>By the end of this unit students will be able to-</i></p> <ol style="list-style-type: none"> 1. Analyze the reasons behind the rise of conservatism in the early 1980s. 2. Explain how Ronald Reagan won the presidency in 1980. 3. Analyze Reagan’s economic policies as President. 4. Evaluate the steps taken to address various problems in the 1980s and early 1990s. <p>Overarching language goals: <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Evaluate information presented in academic conversations. 2. Take a stance on a topic and use evidence to defend it. 3. Match causes to the effects. 4. Summarize content related notes from lectures. | <p>Adopted Text- Prentice Hall <i>US History</i> Chapter 23 Sections 1-3</p> <p>Outside of the Text- The Age of Reagan - Gilder-Lehrman Facing the New Millennium Reagan Tear Down This Wall Ronald Reagan Resources PBS</p> |
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| <p style="text-align: center;">Oklahoma Academic Standards</p> | <p>Content Standard 6: The student will analyze the foreign and domestic policies in the contemporary era, 1977 to the present.</p> <ol style="list-style-type: none"> 2. Analyze the economic and political impact of President Reagan’s domestic and foreign policies including Reaganomics, the Iran-Contra Scandal, and Reagan’s <i>Tear Down This Wall</i> speech in West Berlin. 3. Summarize the series of events leading to the emergence of the United States as the sole superpower following the fall of the Berlin Wall, the reunification of Germany, and the collapse of the Soviet Empire. |
| <p style="text-align: center;">Process and Literacy Skills</p> | <p>1: Reading Skills. The student will develop and demonstrate social studies reading literacy skills.</p> <p>A. Key Ideas and Details</p> <ol style="list-style-type: none"> 1. . Cite specific textual evidence to support analysis of primary and secondary sources. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <p>2: Writing Skills. The student will develop and demonstrate social studies writing literacy skills.</p> <p>A. Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form c. Use words, phrases, and clauses to link the sections of the text and clarify the relationships |

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| | <ul style="list-style-type: none"> d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. |
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| Possible Learning Activities | Possible Assessments | Essential Questions |
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| Gilder-Lehrman Age of Reagan Lesson | Textbook section and chapter assessments Question of the day Focused Free Writes 4 Corners Anticipation Guide | <ol style="list-style-type: none"> 1. Should human rights and morality be the cornerstones of US foreign policy? Should the United States be concerned with human rights violations in other nations? 2. Were Presidents Reagan and Bush responsible for the collapse of the Soviet Union and the end of the Cold War? 3. Did the United States win the Cold War? |
| Academic Vocabulary/Concepts | Proficiency Scales | |
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