| USHC Unit 10 Life in Modern America | |
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| **Unit Overview** | |
| This unit covers from the end of World War Two through Modern America ending in the 21st century. Much of this standard covers the changing relationship between the Republicans and Democrats, as well as providing an overview of the treatment of marginalized groups from the Civil Rights Movement through the LGBTQ Movement, including the struggles and advancements of these groups. During this standard there is a specific importance placed on continuity and change as the emphasized skill for the “I can” statements. Students will be exploring how policies between Democrats and Republicans, as well as new technology, have shaped the American Identity. | |
| **Overarching Inquiry Question** | |
| How have different groups struggled to define the American Identity?  All units are created to support the **Overarching Inquiry Question**. Inquiry-Based Learning supports the **Profile of the South Carolina Graduate** where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information. | |
| **Theme** | |
| Natural Rights and Social Development; American Culture and Identity | |
| **Skills Emphasis at a Glance** | |
| **Continuity and Change Over Time:**  Evaluate significant turning points and theme-based patterns of continuities and changes within a period, including catalysts for those changes. To demonstrate their ability to understand **continuities and changes**, students should:   * define continuity and change. * identify patterns of continuity and change. * chronologically and thematically compare the relative importance of continuities and changes among and transcending periods | |
| **Standard(s)** | |
| USHC 5.CO: Explain the technological developments and economic changes in the U.S. during the Cold War and post-Cold War eras using a comparative analysis.  USHC 5.P: Summarize the changes in the major American political party platforms during the period. This indicator was developed to encourage inquiry into how different party platforms evolved following World War II.    USHC 5.CX: Contextualize domestic economic development and American national identity within global politics. This indicator was designed to support inquiry into the relationship between the Cold War and post-9/11 eras on the shaping of the American identity.    USHC 5.CC: Evaluate continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights.  USHC 5.E: Utilize primary and secondary sources to judge the impact of evolving American foreign policy on American identity and capitalism. | |
| **I Can Statement(s)** | |
| 1. I can create a timeline of key Civil Rights events (both by protestors and the government) and identify instances of continuity and moments of change. (5.CC) 2. I can investigate additional marginalized groups and track their fight for equality from the 20th to the 21st century. (5.CC) 3. A can compare the impact of technological change on the American economy and society during the 50s/60s and 80s/90s and draw conclusions. (5.CO) 4. I can describe the key domestic policy stances of select presidents and use them to make claims about the differences between Democrats and Republicans from 1945-present. (5.P) 5. I can identify the opposing arguments over what the American Identity is during the modern era. (5.CX) 6. I can chart the cycles of booms and busts in the American economy and explain their causes and their impacts on American society. (5.CX) | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I Can Statement #1: I can create a timeline of key Civil Rights Movement events (both by protestors and the government) and identify instances of continuity and moments of change. (5.CC)** | |
| Start this lesson by asking students what they know about the Civil Rights Movement: (teacher discretion on questioning)   * What leaders do you know of? * What events do you know of? * What was the Civil Rights Movement all about? * Why did it happen? * What effects did it have on society? * What effects does it have on society today? * Did the government help or hinder this movement? * What does equality mean to you? * Did the movement affect only men? * How did women play a role in the movement?   Next, give students a copy of the first portion of Martin Luther King’s “Dream” speech (see Appendix A). Have students follow along as the teacher or a student reads it out loud. Ask students to mark any words or passages they don’t understand. Discuss their comprehension questions when finished.  Then, have students reread the passage and summarize the main point of each portion in the left-hand margin.  Finally, hold a class discussion using the following questions as a guide:   * What historic events is Dr. King referring to? Why do you think he brings those up? * What is Dr. King asking for in this passage? Who is he asking? How do you know?   Next, the teacher should divide the class into groups in order to complete a jigsaw activity on different Civil Rights primary events.  After grouping students, assign each group a specific event (or events depending on time allotment) from the Civil Rights Era. Either provide them with specific sources to use or allow them to research on their own, depending on class needs and abilities. Have them use their findings to create a presentation to share with the class.  After giving time to work, allow students to present their findings to the class through a platform such as Google Slides or create a poster with information if technology is not readily available. Students could then do a gallery walk to collect information for each event.  As students are presenting to the class, or as the students are doing a gallery walk, have them take notes in a timeline format on the events presented.  After the timelines are done, have students reflect on the Civil Rights Movement by answering the following questions:   * What impact did the Civil Rights Movement have on America? * Was the Civil Rights Movement successful? Why or Why Not? * Is there still a fight for equality in our country? * Did this movement lead to any other movement for equality? * What does the Civil Rights Movement look like today? | The prompts are there to activate prior knowledge that students should have acquired in lower grades and could serve as the conversation starter. The discussion that follows should be exploring and celebrating the Civil Rights Movement and teachers should be cautious with exploring certain topics in regard to race and culture of the student population. Keeping things in a historical perspective is imperative.  The purpose of this reading to for students to understand the overall motivations and purposes of the Civil Rights movement. How will you get students to make the connection between the “promissory note” in King’s speech and the Reconstruction era amendments? How can you help students see that “cashing the check required protests and demonstrations?  The events chosen for this assignment should cover important alignment guide concepts such as [Brown vs. Board of Education](https://www.youtube.com/watch?v=bEQ1uG4PZcA), [The Civil Rights Act of 1964](https://www.nps.gov/articles/civil-rights-act.htm), [The Voting Rights Act of 1965](https://www.khanacademy.org/humanities/us-history/postwarera/civil-rights-movement/a/the-civil-rights-act-of-1964-and-the-voting-rights-act-of-1965), [The Montgomery Bus Boycotts, The Selma March,, March on Washington](https://kinginstitute.stanford.edu/encyclopedia), etc… (**See Alignment Guide for specifics)** Make sure to pick events that will eventually show the overall progression of the movement across the 50s and 60s and into the present day. That way students will be able to see the whole picture when doing the gallery walk/presentations later in the lesson sequence.  Possible secondary sources to assign students include readings from websites such as [ReadWorks](https://www.readworks.org/article/Important-People-in-the-Civil-Rights-Movement/acb9ea5a-628a-4dd2-bb37-5abcec78aa4a#!articleTab:content/contentSection:88e3bc0d-d620-4be2-931f-3601b1863914/), [Khan Academy](https://www.khanacademy.org/humanities/us-history/postwarera/civil-rights-movement/a/introduction-to-the-civil-rights-movement) (many articles/videos), or [CommonLit](https://www.commonlit.org/en/text-sets/the-civil-rights-movement).  Teachers could direct students to primary source images from the era from the [Digital Public Library of America](https://dp.la/browse-by-topic/civil-rights-movement) (this includes the Women Leadership during the Civil Rights Movement) and also the [Library of Congress Civil Rights Studies Page](http://www.loc.gov/teachers/classroommaterials/themes/civil-rights/exhibitions.html).  If technology permits, teachers could also direct students to video resources: [WatchMojo](https://www.youtube.com/watch?v=URxwe6LPvkM), [PBS](http://www.pbs.org/black-culture/explore/civil-rights-movement/), [History Channel](https://www.history.com/topics/black-history/civil-rights-movement), [CBS](https://www.youtube.com/watch?v=pll_5s10ils), and possibly for differentiation on the lower level, [Kids Academy](https://www.youtube.com/watch?v=WKEGou1zPII).  Teachers should also be sure to include the different reactions to this movement across the country as well as the government reaction and action to the movement.  [Young Boys harassing African American Family](https://www.loc.gov/pictures/resource/cph.3c22636/)  “[We Want A White School” Photograph](https://www.pbs.org/wgbh/americanexperience/features/eyesontheprize-responses-coming-civil-rights-movement/)  [Alabama Fire Department Aims High-Pressure Water Hoses at Civil Rights Demonstrators](https://nmaahc.si.edu/object/nmaahc_2011.49.1)  Teacher discretion in these archives is encouraged here to get the full scope of the movement from the beginnings to Modern America. These archives have plenty of images, videos and interviews, articles, and posters for the movement. Discussion of the material is imperative for student comprehension.  These questions are only suggestions for teachers. How could you get students to see the connection to present day issues? This could lead to a discussion on how Civil Rights looks today as we identify other marginalized groups.  \*\*\*Teachers could be mindful here to connect the Civil Rights Movement to Modern America where they can such as Eric Garner, Trayvon Martin, and Ferguson, MO in regard to the Black Lives Matter Movement and Anti-Police Movement that formed from these events. Teachers could also go into a sub-lesson on groups that have formed in resistance to these movements. Again, approach these topics with caution as this material is sensitive.  For additional guidance on facilitating difficult discussions, see the article linked in the References section. |
| **I Can Statement #2: I can investigate additional marginalized groups and track their fight for equality from the 20th to the 21st century. (5.CC)** | |
| Teachers will start this lesson by activating prior knowledge from previous lesson and should start with a prompt (teacher discretion here):   * “Are there other groups in the country that have fought for equal rights?” * “What other groups have been discriminated against?” * “In today’s society, what groups of people are fighting for rights?”   Next, the teacher should have a station activity set up around the room with 4 stations with the categories:   1. Women 2. Latino 3. Native Americans 4. LGBTQ   Each station should have a few sources for students to explore. The amount of resources could be more or less depending on teacher time. Suggested resources are listed below. The number and selection of sources is up to the teacher dependent on the class’s needs.  Each station should have similar questions answered in a Graphic Organizer to show similarities and differences:   1. What group is Station (x) talking about? 2. What are some basic issues they are fighting for? 3. How have they been marginalized? 4. Have they achieved success? If so, how? 5. Are they still fighting for rights today?   Culminating Activity: Have students identify similarities across the marginalized groups discussed above. Teachers should put a time constraint on each station to ensure all groups are able to navigate all the stations in order to answer the overarching question(s):   * “Are there any similarities or differences between marginalized groups fighting for equal rights and the Civil Rights Movement?” * “How do specific groups fight for equality in today’s society?” * What are the similarities in how these groups attempt to achieve equality? * What are some differences in how these groups are treated? * How has the government either helped or hindered progress? | Marginalized groups have been discriminated against across the history of the country, but this lesson should focus on groups that have fought for equality in the era of Modern America (1945-2010). ***Again, approach these topics with caution as this material is sensitive and opinions will vary across the student population.***  It is important to find articles that will get students to think of how each group is being marginalized and what types of freedoms/protections they are fighting for.  Teachers have the choice to select appropriate sources for use with their classes. Here are some suggestions:  **Station #1 - Women**  [Betty Friedan Biography](https://www.womenshistory.org/education-resources/biographies/betty-friedan)  [National Organization for Women Website](https://now.org/now-foundation/about-now-foundation/) (mission statement and primary goals from its foundation to current times)  [Equal Rights Amendment Political Cartoon](https://dp.la/primary-source-sets/the-equal-rights-amendment/sources/1204) (Digital Public Library of America)  [CNN Overview of Phyllis Schlafly’s Life](https://www.youtube.com/watch?v=oJjruj3lt_4) (1min clip)  [Roe vs. Wade -- Bill of Rights Institute](https://billofrightsinstitute.org/elessons/roe-v-wade-viewing-guide/) (video and questions)  [How Women Are Portrayed Political Cartoon](http://www.loc.gov/pictures/item/2004669158/) (Library of Congress)  **Station #2 - Latinos**  [United Farm Worker Movement](http://nfwm.org/campaigns/ufw/)  [United Farm Workers Poster *¡SÍ SE PUEDE!*](https://www.loc.gov/item/today-in-history/august-22/)  [Cesar Chavez Biography.com Video Clip](https://www.youtube.com/watch?v=Ns5NMHTk-yY&disable_polymer=true)  [Latino Civil Rights Timeline](https://www.tolerance.org/classroom-resources/tolerance-lessons/latino-civil-rights-timeline-1903-to-2006)  [Minuteman Project (Border Film Project)](http://baesic.net/minutemanproject/) - \***Exercise caution. This is the actual website of this movement\***  **Station #3- Native Americans**  [Native American Fight for Rights Overview](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3348)  [American Indian Movement Overview](https://dp.la/primary-source-sets/the-american-indian-movement-1968-1978)  [“Remember Wounded Knee” Button](https://dp.la/primary-source-sets/the-american-indian-movement-1968-1978/sources/1338)  [200 Years of Misery](https://dp.la/primary-source-sets/the-american-indian-movement-1968-1978/sources/1336)  [“Red Power” Weebly](http://redpowermovement.weebly.com/the-trail-of-broken-treaties.html)  **Station #4 - LGBTQ Movement**  [Stonewall Inn Riots](https://dp.la/primary-source-sets/stonewall-and-its-impact-on-the-gay-liberation-movement)  [Renee Richards Gender Change in Sports](http://archive.nytimes.com/www.nytimes.com/packages/html/sports/year_in_sports/08.27.html?scp=107&sq=sex%2520change&st=Search)  [Gay Rights Demonstration Primary Source Image](https://www.loc.gov/item/2005696365/)  [History of AIDS](https://www.history.com/topics/1980s/history-of-aids)- History.com  [Don’t Ask, Don’t Tell (DADT)](https://study.com/academy/lesson/dont-ask-dont-tell-history-repeal-facts.html)  [Same Sex Marriage](https://share.america.gov/fight-for-gay-rights-in-u-s/)  This activity could be done either electronically in a discussion board or handwritten and turned in.  As an extension activity, students could choose a marginalized group that was not covered and is important to them to create another station or create a pamphlet/presentation on their group. These same questions can apply, but the student would present information on their chosen group. |
| **I Can Statement #3: I can compare the impact of technological change on the American economy and society during the 50s/60s and 80s/90s and draw conclusions as to how this has shaped the American Identity. (5.CO)** | |
| First, the teacher should start the discussion by having each student list their favorite invention and why it is their favorite invention. This will begin to get students thinking of technology and prepare them to do some research into different inventions.  Next, the teacher should show videos of the Space Race and the Arms Race between the United States and the Soviet Union and how this ultimately led to the development of new technology. (i.e.- Sputnik, the Moon Landing, etc…). Students will have come across this during the previous unit of instruction, but this will provide additional support and information on technology specifically.  Here are some videos that could be shown in class:  [The Space Race](https://www.history.com/topics/cold-war/the-space-race-video)- History.com  [Who won the Space Race?](https://www.youtube.com/watch?v=FxpC-8f--xo) - Ted-Ed  [Space Race](https://video.nationalgeographic.com/video/00000144-0a34-d3cb-a96c-7b3dfba00000) - National Geographic  [Arms Race](https://www.history.com/topics/cold-war/arms-race) - History.com  While watching the videos, students should take notes about what they have seen to prepare them for the next section. After watching the videos the teacher should pose the question(s):   * What new technology could develop from the Space Race and the Arms Race? * How did rockets now play a role in the world? * What technology do we have today that compares to the technology that was created in the Cold War era?   Break students into groups of four and have one student take the 1950s, one student take the 1960s, one student take the 1980s, and one student take the 1990s. This small group JigSaw activity should be used to have each student teach their group about technology of their era. The teacher should either provide a list of each decade and allow students to research using the Internet to inform their group of their findings or the teacher should provide questions (see below) for each person to answer about their decade. The teacher should be walking around facilitating and helping guide students in the right direction.  Suggested guiding questions for each decade:   * What were some Medical Advancements of your decade? (i.e.- Vaccines) * What were some Aeronautical Advancements of your decade? (i.e.- Moon Landing) * What were some Technological Advancements of your decade? (i.e.- Internet) * What were some social changes that led to the development of new technology? (i.e.- Baby Boom)   Culminating activity: Have students compare inventions from the 1950s/60s to that of the 80s/90s in a T-Chart. Students can explain how each era affected society and pick era or decade had more influence and why. Students can then decide what their favorite invention between the eras are and why they feel that way. This can connect back to the “American Identity” and how these inventions have shaped it. | This lesson will compare different technologies and ultimately culminate in how technology has changed our lives significantly since World War Two.  Students could say anything here so it is important to keep them on task and maybe limit their responses and reason why to 3 or 4. Teachers should encourage students to think of any technology, even if it may seem minor (i.e.-SnapChat) because that is still a technological advancement.  Student responses here could focus on things like the Crisis Alert Text Messaging System (utilized during Covid-19), Air Force Jets, Computers/Cell Phones, Social Media, etc…  Resources if needed for student help to guide them:  [Inventions of the 1950s](https://fiftiesweb.com/pop/inventions/) (FiftiesWeb.com)  [Inventions of the 1960s](https://fiftiesweb.com/pop/inventions-60/) (FiftiesWeb.com)  [Inventions of the 1980s](https://en.wikipedia.org/wiki/1980s_in_science_and_technology) (Wikipedia)  [Inventions of the 1990s](https://en.wikipedia.org/wiki/1990s_in_science_and_technology) (Wikipedia)  Remember to use time constraints. This can differ based on teacher discretion and time allotted for this unit. |
| **I Can Statement #4: I can describe the key domestic policy stances of select presidents and use them to make claims about the differences between Democrats and Republicans from 1945-present. (5.P)** | |
| First, teachers should ask students what they know about the Democratic Party and the Republican Party. This could include policies, social trends, historical knowledge, etc… (i.e.-Obama - Democrat - first African American president) Give students a few minutes of “think time” to write down anything they can.  Next, after facilitating a group discussion, have students examine the differences between [Republicans and Democrats](https://www.diffen.com/difference/Democrat_vs_Republican) and list out the specific differences they find. Basic differences include:   * Left vs Right * Liberal vs Conservative * Pro-Choice vs Pro-Life * Government Regulation vs Free Market   After discussing the differences, have students begin to answer questions using the links provided for each president on the right hand side of this document. Students will be comparing Democrats and Republicans through the lens of specific presidents (teacher choice). This lesson requires students to read for information to answer the following questions. Students should answer this in a [T-Chart or graphic organizer](https://docs.google.com/document/d/1kr_zeT9jMT9NOpHMNXB2QYt1JwyqpwZioDZM6RXUBJM/edit?usp=sharing) comparing the Democrats on one side and the Republicans on the other.   1. What was this president's domestic policy? Was there a specific name for their policy? (i.e.- Great Society) 2. What was this president’s foreign policy? Was there a specific name for their policy? (i.e.- Detente) 3. How did this president deal with immigration? Was he for or against immigration? (i.e.- Obama: Pro-Immigration) 4. What was this president’s view on the economy? Was he more hands-on or more “laissez-faire”? (i.e.- Reaganomics) 5. How did this president interact with marginalized groups? Are they remembered for positive or negative interactions? (i.e.- Hurricane Katrina response) 6. After answering these questions, determine if this president was a Republican or Democrat?   These questions are only suggestions and can be modified for differentiation for higher or lower level students. Teachers should add more information or specifics for higher level classes, while teachers should have students focus on less presidents and shorter questions for lower level classes.  Culminating Activity: Have students compare the Republican and Democratic presidents using the information about their policies and create an “ideal” candidate. This “ideal” candidate should detail what they would do domestically, a foreign policy plan, how they would deal with the economy, and how marginalized should be treated using the T-Chart from the lesson above based on the presidential policies explored.  This lesson is to show how the American Identity has changed over time and what policies have shaped our current “American Identity”.  Students should be encouraged to think critically and make their own opinions as they will be of the legal voting age soon. | In this lesson, the teacher has the discretion to choose which presidents from either side (Republican or Democrat) they would like. The teacher can choose to do more or less as time allows. **See the Alignment Guide for specific information.**  The teacher should be facilitating this conversation to clear up any misconceptions of Republicans or Democrats. Students will be on both sides, it is imperative to be open to differing ideas.  *Note: There will be terms that students may be unfamiliar with such as: Flat Tax, Universal Healthcare, etc...*  These questions are only suggestions that are meant to elicit a student response. They address pertinent information in the standard and alignment guide in a student-centered fashion. The presidents that are chosen are up to the teacher’s discretion.  **President links for chosen for this activity:**  WhiteHouse.gov Biographies  [Lyndon B. Johnson](https://www.whitehouse.gov/about-the-white-house/presidents/lyndon-b-johnson/)  [William J. Clinton](https://www.whitehouse.gov/about-the-white-house/presidents/william-j-clinton/)  [Barack Obama](https://www.whitehouse.gov/about-the-white-house/presidents/barack-obama/)  [Richard Nixon](https://www.whitehouse.gov/about-the-white-house/presidents/richard-m-nixon/)  [Ronald Reagan](https://www.whitehouse.gov/about-the-white-house/presidents/ronald-reagan/)  [George W. Bush](https://www.whitehouse.gov/about-the-white-house/presidents/george-w-bush/)  History.com Biographies (these also have short clips)  [Lyndon B. Johnson](https://www.history.com/topics/us-presidents/lyndon-b-johnson)  [William J. Clinton](https://www.history.com/topics/us-presidents/bill-clinton)  [Barack Obama](https://www.history.com/topics/us-presidents/barack-obama)  [Richard Nixon](https://www.history.com/topics/us-presidents/richard-m-nixon)  [Ronald Reagan](https://www.history.com/topics/us-presidents/ronald-reagan)  [George W. Bush](https://www.history.com/topics/us-presidents/george-w-bush)  *\*Note for Teachers:*  *The Alignment Guide states “Stagflation” will be taught in the 5.CX standard, but it fits organically here. Teachers should ensure that all content is being taught in the Alignment Guide and be aware that certain concepts will overlap. Similarly, the “War on Drugs” has affected the economy over multiple presidencies. Students need to have knowledge of domestic policies (as the lesson allows for) before being able to look at the “Booms and Busts” of the economy in the later lesson.*  There are many more resources if teachers would like to change, Biography.com is a good website to use for the presidents as well.  As educators in Social Studies, it is crucial that we expose students to gaining a basic understanding of certain issues they find important so that they become knowledgeable voters. |
| **I Can Statement #5: Identify the opposing arguments over what the American Identity is during the modern era. (5.CX)** | |
| Teachers can start by posing the question “What is the American Identity”? Give students “think time” and allow them to share with a partner. After, have a discussion in class and write what the students put on the board.  Ask students “What are the biggest issues in today’s society that shape the American Identity?” This should be a teacher led initiative with an example before opening the floor to students. Many students only know what they learn from home so opinions here will vary and may not have an explanation other than that. It is important that the teacher promotes open-mindedness with this activity as students come from many walks of life. The activities listed below are to give students an alternative perspective into American society which will allow them to explore how the American Identity has formed.  Have students explore the following article ["A Brief History of the War on Drugs](http://content.time.com/time/world/article/0,8599,1887488,00.html) from Time Magazine with a shoulder partner and have them answer the following questions:   * Has the War on Drugs been positive or negative? Explain your reasoning. * Should the United States continue the War of Drugs? Why or why not?   Teachers should facilitate a discussion on the answers to the questions and create a “T-Chart” on the board based on the War on Drugs.  Next, have students read ["America's New Immigrants"](https://junior.scholastic.com/issues/2018-19/111918/coming-to-america.html#1030L) from Junior Scholastic with a different shoulder partner about immigration.  Alternatively, there is a video with this article and is only 4 minutes long titled [“Coming to America: What Is a Refugee?”](https://junior.scholastic.com/issues/2018-19/111918/coming-to-america.html#1030L)  Students should be prepared to answer the following questions:   * How is this immigration different from previous waves? * Should immigration be limited or unlimited? Explain your reasoning. * How does immigration affect the American Identity?   Again, teachers should facilitate discussion and complete another “T-Chart” on whether or not the United States should limit immigration.  Lastly, have students watch this video from [OneMinuteEconomics](https://www.youtube.com/watch?v=Pl9pAtdJck4) to show the differences between the Democrats and Republicans on the economy. If time allows, have students watch this video from [The Economist](https://www.youtube.com/watch?v=CtKC2_xiAps) on how the Democrats and Republicans have compared in GDP since World War II. Questions to consider here:   * Who has better economic policies, Democrats of Republicans? Why? * Would you rather have Democrats or Republicans in charge of the economy? Explain.   Culminating Activity: Using the information from previous lessons and this information, create a WordSplash Collage with colors either virtually or on paper that captures what a specific marginalized group thinks the American Identity is. The colors students choose should be explained and not just random ones. An example can be found [here](https://sites.google.com/a/sau16.org/id/). Students would then participate in a gallery walk and reflect on the differences between the groups chosen in to what makes up the American Identity as it will be different for every group. | This lesson will give students insight into the debates of what the American Identity is in Modern America. This lesson is for students to use content knowledge to form an opinion.  **Opinions of students will vastly vary across different student populations and the debates could be very heated. It is critical the teacher facilitates the discussion and ensures all students are being open-minded with their peers.**  Alternate Resources for the War on Drugs reading:  [PBS - The War on Drugs](https://www.pbs.org/wgbh/pages/frontline/teach/american/drugs/)  [Full Lesson for The War on Drugs - Tolerance.org](https://www.tolerance.org/classroom-resources/tolerance-lessons/the-war-on-drugsmechanisms-and-effects)  \*There are YouTube videos as well, but it is up to the teacher to show them as most of them do show the drugs being used or show bias to one side.  Additional Resources for Immigrants  [PBS- Full Lesson on immigration](https://www.pbs.org/independentlens/newamericans/foreducators_lesson_plan_02.html)  [Bill of Rights Institute- The Great Immigration Debate Lesson](https://billofrightsinstitute.org/educate/educator-resources/lessons-plans/current-events/great-immigration-debate/)  Students could also be making a T-Chart as the teacher does so they can have all the information in front of them as they progress through this unit.  Additional Resources:  [TheBalance.com- Democrats vs Republicans -- Who is better for the Economy?](https://www.thebalance.com/democrats-vs-republicans-which-is-better-for-the-economy-4771839)  [Study.com- Democrats vs Republican Beliefs](https://study.com/academy/lesson/republican-democrat-beliefs-social-economic-issues.html)  *Note: Immigration is a sensitive subject. Teacher discretion is required to maintain an equitable environment and to encourage all students to be respectful of varying views.*  This activity could also be used to show how transplants from around the country view the American Identity. For example, how does a student from New York view the American Identity as opposed to a student in South Carolina. |
| **I Can Statement #6: I can chart the cycles of booms and busts in the American economy and explain their causes and their impacts on American society. (5.CX)** | |
| First, start off by asking students what a good economy and a bad economy looks like. They should know the word economy by now from previous units, if not reintroduce the word prior to starting this lesson. Give students “think time” to answer the prompt. Some possible answers to this prompt should include:   * People have jobs * People have money * Things cost less * People are buying things they don’t need   Next, have students watch [this video](https://www.youtube.com/watch?v=iLom1WlqwS0) explaining what Gross Domestic Product (GDP) is. Teachers should stop the video and explain concepts any students have questions about (i.e.- NX = Net Exports; C = Consumption or goods).  After, have students examine the GDP of the presidents from 1980-2010. There is a good resource that states the “Booms and Busts” from [TheBalance.com](https://www.thebalance.com/boom-and-bust-cycle-causes-and-history-3305803) and provides causes and effects, as well as an explanation for each cycle.  Break students into small groups and assign each one of the following Presidents.  Using information from previous lessons as well as additional research, have groups create a presentation for the following questions for each president. Students may use the Internet for this assignment or teachers should print out the articles above with the information (see lesson #4). These questions should be designed to look at economic trends.  Reagan   * What is “Reaganomics”? * What is Supply-Side Economics? * What happened to the economy under Reagan? * How did Reagan’s economic record compare with the US average?   [George H.W. Bush](https://www.history.com/topics/us-presidents/george-bush) (41)   * What happened to the economy under Bush? * What was George Bush’s domestic policy? * What was George Bush’s foreign policy? * What was George Bush’s interaction with the economy? * Did the Operation Desert Storm impact George Bush’s economic progress?   Bill Clinton   * How did Globalization impact Clinton’s Presidency? * What major invention promoted industry to promote the economy? * What was NAFTA and how did that impact the economy? * How did Clinton’s economic record compare with the US average?   George W. Bush (43)   * What happened to the economy under George Bush after he inherited it? * What happened to the economy after the 9/11 attacks and how did Bush attempt to fix it? * How did Hurricane Katrina impact the United States economy? * How did George Bush’s economic record compare with the US average?   Barack Obama   * What was the “Great Recession”? * What was the main cause of the “Great Recession”? * How did Obama respond to the economic decline and what effect did it have on the economy? * How did Obama’s economic record compare with the US average?   Students should incorporate graphs and images into their presentation to portray the economic impacts of the era and how each president fared under the GDP. Students can look at [this graph](https://www.jec.senate.gov/public/_cache/files/452ca8e7-92d3-4bb6-b86b-cc017c9d1e0c/gdp-by-president---6.22.16.pdf) and see how the economy has done under Republicans and Democrats to see how the differences in policy have had on the economy.  Culminating Activity: Once students are done, allow them to present the information to each other via a gallery walk where each group has a “station” that students rotate through every few minutes. Have students answer a question on the economy as an exit ticket. Teacher discretion on the question as ultimately the goal is to have students observe how the economy has changed and why.   * How has the economic policy of the presidents led to the “Booms” or “Busts” of the economy and is it a consequence of the president in office at that time or a predecessor? | This lesson was designed to teach students the basics of the economy and what “booms” and “busts” are caused by and the effects they have on American society. Students should have prior knowledge of Booms and Busts from the 1920’s  This lesson relies on previous knowledge taught throughout this standard. Once students have the relevant knowledge of specific events, they can see how the economic policies of the past have shaped the future. **(See Alignment Guide for specific topics that need to be covered)**  There will be emphasis on vocabulary in this unit dealing with the economy. Teachers should be aware of the economic terms and how to relay them to students.  If teachers need another short video explaining the formula there is one [here](https://www.youtube.com/watch?v=w7Y89zTISrE).  The links above for the presidents provide basic knowledge of these terms (Lesson #4). The links below compare each president to the averages since 1953 and then how the president fared comparatively.  [Article on Ronald Reagan and Reaganomics](https://www.ushistory.org/us/59b.asp)  [Ronald Reagan Economic Record](http://politicsthatwork.com/economic-record-president/reagan)  [George H.W. Bush Economic Record](http://politicsthatwork.com/economic-record-president/bush41)  [Bill Clinton Economic Record](http://politicsthatwork.com/economic-record-president/clinton)  [George Bush Economic Record](http://politicsthatwork.com/economic-record-president/bush43)  [9/11 Economic Impact](https://www.investopedia.com/financial-edge/0911/the-impact-of-september-11-on-business.aspx)  [Hurricane Katrina Economic Impact](https://www.thebalance.com/hurricane-katrina-facts-damage-and-economic-effects-3306023)  [Barack Obama Economic Record](http://politicsthatwork.com/economic-record-president/obama)  [Great Recession Economic Impact](https://www.history.com/topics/21st-century/recession)  Alternative Activity: Using the [Federal Reserve GDP tool (FRED)](https://fred.stlouisfed.org/series/GDPC1), have students view the chart with the specific range of 1980-2010. As they are viewing it, have them explain what is happening to GDP throughout the years. Is this a positive or negative sign? Does the GDP change that much whether a Democrat or Republican is in charge? |
| **Overarching Inquiry Question: How have different groups struggled to define the American Identity?** | |
| First, recap with students in a discussion the events that this unit has gone over, from political differences to arguments over whether immigrants belong here. After, ask students to list the struggles that marginalized groups have gone through to try and gain equality (recap from lesson #2 and #5). On the board, create a list of the struggles and map them through each marginalized group that this unit has gone through.  Have students do a Think-Pair-Share and answer the following prompt: Have any of these marginalized groups *actually* achieved equality as defined by the Constitution. This will require facilitation from the teacher as well as allowing students to either use previous notes or the Internet.  Each group should share with each other and have an open discussion about whether or not any group has achieved equality using relevant evidence. This is an opinion-based assignment, but does require evidence to prove a point.  Next, the students will be given a [blank gingerbread man template](http://www.supercoloring.com/coloring-pages/blank-gingerbread-man) and colored pencils and asked to choose a marginalized group and create an identity collage for what the American Identity looks for that group today. Students may go back further in time to make connections if they would like to. This should focus on colors and images inside the gingerbread man and actually “create” a person.  On the back of the worksheet, students should list out reasons in bullet points or sentences as to what struggles these groups have had to go through to define the American Identity. | This lesson is designed to show the struggle of the various groups in Modern America to define the American Identity.  Additional Resources:  These videos show the struggle of some groups that have been talked about from previous units. These should be used to reinforce knowledge and show how groups struggle.  [“What is Our Role in Creating the American Identity” Carri Twigg](https://www.youtube.com/watch?v=4TKUUn8geWY)  [CNN- American Identity: Who is Us?](https://www.youtube.com/watch?v=KcDbFKSJ4Ag)  As with the rest of the unit, opinions will vary and it is important for the teacher to facilitate an open-minded discussion.  For example, if this activity was done in the 1920s and a student focused on the liberal changes, then some imagery inside the gingerbread man could be a monkey for the face (Scopes-Trial), followed by a short skirt (Flappers), etc…Again, ensure students are using relevant facts to show how the American Identity looks for a specific group of people.  Before ending the unit, teachers should ensure that the American Identity looks different for everyone and that America is a “melting pot” for a reason. As we progress, it is important that students recognize discrimination and practice empathy. |

**References**

“Facilitating Challenging Conversations in the Classroom.” (n.d.) Washington University in St. Louis. Retrieved from <https://teachingcenter.wustl.edu/resources/inclusive-teaching-learning/facilitating-challenging-conversations-in-the-classroom/>

**Additional Resources**

Alternative Inquiry Lessons for Main Civil Rights Movement: <http://www.c3teachers.org/inquiries/civil-rights/>

Additional Resources for Women:

[Rosie the Riveter](https://www.defense.gov/Explore/Features/story/Article/1791664/rosie-the-riveter-inspired-women-to-serve-in-world-war-ii/) (short article and primary source image) [earlier than 1945 but important]

[Equal Rights Amendment Overview](https://dp.la/primary-source-sets/the-equal-rights-amendment)

[Time Magazine Women’s Equality Day- 1970](https://time.com/4008060/women-strike-equality-1970/) (longer article)

[Title IX Overview Picture](https://thebluebench.org/about-us/media-center/blog-content/title-ix-make-your-voice-heard.html)

[Phyllis Schlafly E.R.A fight](https://www.history.com/news/equal-rights-amendment-failure-phyllis-schlafly)

[Wage Gap Myth vs Fact](https://now.org/resource/the-gender-pay-gap-myth-vs-fact/)

[Women in the 2000s Library of Congress](https://www.loc.gov/exhibits/telnaes/telnaes-happily.html)

Additional Resources for Hispanics:

[Cesar Chavez Biography for Kids](https://www.ducksters.com/biography/cesar_chavez.php)

[Proposition 187 (1994) California Vote](https://www.youtube.com/watch?v=twVyV9jcyYs)

Additional Resources for Native Americans:

[Dennis Banks - “How the US Suppressed the Native American Identity”](https://www.youtube.com/watch?v=FFAQBUCNEtg)

[Native American Activism Timeline](https://www.zinnedproject.org/materials/native-american-activism-1960s-to-present/)

[ACLU - Standing Rock Protests (2015)](https://www.aclu.org/issues/free-speech/rights-protesters/stand-standing-rock)

Additional Resources for LGBTQ:

**\*Please note this topic is very sensitive\***

[History of Gay Rights - History.com](https://www.history.com/topics/gay-rights/history-of-gay-rights)

[LGBTQ Rights Milestones Facts](https://www.cnn.com/2015/06/19/us/lgbt-rights-milestones-fast-facts/index.html)

**Appendix A**

"I Have a Dream," Address Delivered at the March on Washington for Jobs and Freedom. (2019, January 25). Retrieved from <https://kinginstitute.stanford.edu/king-papers/documents/i-have-dream-address-delivered-march-washington-jobs-and-freedom>

I Have A Dream

by Dr. Martin Luther King Jr.

Delivered on the steps at the Lincoln Memorial  
in Washington D.C. on August 28, 1963I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of captivity.

But one hundred years later, we must face the tragic fact that the Negro is still not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize an appalling condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men would be guaranteed the inalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation.

So we have come to cash this check -- a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to open the doors of opportunity to all of God's children. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood.