

Unit 11: Upheaval at Home & Abroad (1963-1975)

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| Unit #: | APSDO-00022889 | Duration: | 2.0 Week(s) | Date(s): | |
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Team:

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Grades:

11

Subjects:

Social Studies

Unit Focus

In this unit, students will understand social and political upheaval in the Vietnam War era. The students will examine reasons for America's entry in the Vietnam War, the challenges American service people faced in Vietnam, the war's impact on American society, and the outcomes of the war. Students will also continue to trace the development of the civil rights and women's movements, and the growth of the counterculture movement. In addition to a unit test, students will develop a historical argument regarding the justification of America's role in Vietnam or how to most effectively bring about change in American society. Primary instructional materials for this unit will include primary and secondary sources as well as a U.S. History textbook *The American Pageant or The Americans*, maps and or artifacts.

Stage 1: Desired Results - Key Understandings

| Established Goals | Transfer | |
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| <p>Common Core <i>History/Social Studies: 11</i></p> <ul style="list-style-type: none"> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <i>CCSS.ELA-LITERACY.RH.11-12.1</i> Write arguments focused on discipline-specific content. <i>CCSS.ELA-LITERACY.WHST.11-12.1</i> <p>Connecticut Goals and Standards</p> | <p>T1 (T1) Access and analyze text for context, reliability and accuracy to determine relevance. T2 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions. T3 (T5) Apply social studies concepts and content to make connections to a given situation, problem or challenge.</p> | |
| | Meaning | |
| | Understandings | Essential Questions |
| | <p>U1 (U101) Governments use of power benefits or harms its citizens in varying degrees. U2 (U300) Economic systems provide for the production and distribution of resources in</p> | <p>Q1 To what extent can American public discontent effect a war?</p> |

Social Studies : 11

- Analyze change and continuity in historical eras. *HIST.9-12.2*
- Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America. *CIV.9-12.7*
- Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. *INQ.9-12.10*
- Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience and purpose. *HIST.9-12.11*
- Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available and the potential uses of the sources. *INQ.9-12.5*
- Evaluate the credibility of a source by examining how experts value the sources. *INQ.9-12.7*
- Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use and settlement patterns. *GEO.9-12.9*
- Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. *HIST.9-12.16*

ways that benefit some and harm others.
U3 (U600) Groups, cultures, societies and nations are influenced by the actions, ideas and goods of others.

Q2

To what extent did the "Great Society" programs fulfill their promises?

Q3

When if ever is civil disobedience the most effective way to create social change?

Q4

To what extent did the civil rights movement achieve its goals of equality?

Q5

To what extent did the American people lose faith in their leaders?

Q6 (Q602) How can conflict be beneficial or detrimental?

Q7 (Q701) When do people take a stand? Why do I need to follow rules?

Acquisition of Knowledge and Skill

| Knowledge | Skills |
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| <p>K1</p> <p>Pentagon papers, Cambodian invasion and Watergate led to the loss of faith in the office of presidency</p> <p>K2</p> <p>The Truman doctrine of containment led America into the Vietnam war</p> <p>K3</p> <p>Lack of faith in the government to make change in the areas of civil rights and Vietnam led the younger generation to create</p> | <p>S1</p> <p>Cite specific textual evidence from primary and secondary sources to support analysis</p> <p>S2</p> <p>Synthesize multiple sources on a topic to demonstrate understanding</p> <p>S3</p> <p>Evaluate the accuracy and credibility of a source to determine bias</p> <p>S4</p> |

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| | <p>a counter culture based on love and peace</p> <p>K4</p> <p>Civil rights leaders like Malcolm X and Martin Luther King Jr. used violent and non-violent methods of creating change</p> <p>K5</p> <p>Nixon's foreign policy led to a period of detente in the Cold War</p> <p>K6</p> <p>Essential Concepts/Terms: Gulf of Tonkin Resolution, My Lai, Counter Culture, Pentagon Papers, Kent State University, Tet Offensive, Ho Chi Minh, Diem, Cambodia invasion, War Power's Act, Robert Kennedy, Woodstock, Feminine Mystique, "Great Society", Civil Rights Act of 1964, Civil Rights leaders (Malcolm X, Martin Luther King, Jr.), Black Panthers, Nixon's Family Assistance Plan, Affirmative Action</p> | <p>Construct arguments using precise and knowledgeable claims with supporting evidence</p> <p>S5</p> <p>Determine central ideas or information of a primary or secondary source</p> <p>S6</p> <p>Construct explanations using sound reasoning, appropriate sequence, and relevant details</p> |
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