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**Contemporary History**

**US History, Unit #8**

Chapters 18, 19, 20, 21

CCCS Standards RH: 11-12.1 – 11-12.3; WHST: 11-12.7 – 11-12.10

State Standards 11.9, 11.11

**Overview:** This unit will cover the time period from !975 to present. We will begin with the end of the Vietnam War and look at the developments in four major areas of focus during the most recent portion of U.S. History. The Four areas of focus will be 1) Politics & Economics, 2) War & Terrorism, 3) The Environment & Science, and 4) Popular Culture. Students will examine major events in recent history and their impact on current issues we face a a nation in order to better understand the world we live in today.

1. **Essential Question(s)**: By the end of the unit, students should be able to expertly answer the following question(s):
	1. What do you consider to be the most important or influential events in politics and/or economics during this time period and how do you think our lives are different today as a result?
	2. What do you consider to be the most important or influential events in war and/or terrorism during this time period and what impact do they have on the nation/world we live in today?
	3. What do you consider to be the most important or influential events relating to the environment and/or science during this time period and how do you think these have helped shape the nation we live in today?
	4. What do you consider to be the most important or influential events in popular culture during this time period and how do they impact our lives today?
2. **Key Terms**: In order to fully understand and connect the current topic of inquiry with previous and future topics in history and the social sciences, it is necessary to have a working knowledge of the following key terms.

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| 1. Embargo2. DDT3. Global Warming4. Conservatism | 5. Jihad6. Nuclear Meltdown7. Apartheid8. Perjury | 9. Impeachment10. Terrorism11. War on Terror12. Patriot Act |

1. **Historical People:** People are the movers and shakers of history (i.e., history is created by and then molded by the key figures of the day). The knowledge and understanding of the following people and groups’ contribution to this unit of inquiry is essential.

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| 1. Jimmy Carter2. Rachel Carson3. Ronald Reagan4. George Bush | 5. Nelson Mandela6. Bill Clinton7. Hillary Clinton8. George W. Bush | 9. Saddam Hussein10. Osama Bin Laden11. Al Qaida12. Barrack Obama |

1. **Events and Ideas**: History is a series of events woven together to create the fabric of our history. Events, however, do not occur in isolation. Events are driven by the popular ideas of the time. As such, students must have a clear understanding of not only the major events of this unit of inquiry, but also the ideas behind those events.

Students will be presented with numerous events and ideas through the presentation of timelines that cover the period of 1975-Present.

1. **Graphic Organizers:** (Maps, timelines, charts, organizers, etc.) – Graphic organizers serve as a way to visualize historical topics of inquiry, creating not only a deeper understanding of the topic of inquiry being addressed but also allows for the ability to recognize the interconnectedness among historical topics.

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| 1. Timeline 1975-802. Timeline 1981-853. Timeline 1986-90 | 4. Timeline 1991-955. Timeline 1996-20006. Timeline 2001-05 | 7. Timeline 2006-108. Timeline 2011-169.  |

1. **Primary Sources**: Primary sources are “first-hand” accounts that give us an insight into the dominant thoughts, beliefs, and ideas of the time helping us to better understand and make inferences about the unit of inquiry.

In this unit students will see original video footage of numerous important events through the use of youtube videos imbedded in the timeline presentations.

1. **Class Notes:** Use Cornell notes to record class lectures.
2. **Miscellaneous**: Anything else used in support of this unit but not specifically listed on the unit sheet.
3. **Capstone Activity:** Students will work in small groups of 3-4 and select at least one event in each of the four categories [1) Politics & Economics, 2) War & Terrorism, 3) The Environment & Science, and 4) Popular Culture] for their assigned time period. The events must be chosen so that they do not overlap what is already covered in class, in other words students may not choose any events on the timelines presented in class. Student must research their events and summarize the basic facts as well as the impact or significance of the events. Students must make a visual aid and present to the class. All presentations should include either audio or video components.

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| **COMMON CORE LITERACY STANDARDS** |

**Reading History:**

**11-12.1 -** 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.

**11-12.2 -** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**11-12.3 -** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**Writing History:**

**11-12.7 -** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**11-12.9 -** Draw evidence from informational texts to support analysis, reflection, and research.

**11-12.10 -** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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| **CALIFORNIA STATE CONTENT STANDARDS** |

**11.9  Students analyze U.S. foreign policy since World War II.**

1. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).
2. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.
3. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.
4. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

**11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.**

1. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).
2. .Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
3. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of envi­ronmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.
4. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
5. Explain how the federal, state, and local governments have responded to demo­ graphic and social changes such as population shifts to the suburbs, racial concentra­tions in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.