

Curriculum Map: Contemporary World History: Grade 12

Cochranton Jr.-Sr. High

Social Studies

Course Description: This course will integrate geography, historical events, and the actions of people to explain how society, politics, economics and science have changed from WWII to the present. It has been designed for the student who plans to pursue a college education or career.

Unit Title:

Post WWII America

Suggested time frame:

3-4 weeks August-September

Standards:

PA: 8.3.12.1.A, B, C, D

CC 8.5.11-12. A, B, C, D, E, F, G, H, I, J; CC 8.6.11-12.A, B, C, D, E, F, G, H, I

Essential Questions:

What international and domestic tensions resulted from the Cold War?

What economic, social, and political changes occurred in the postwar United States?

| Competency | Vocabulary | Strategy | Resource |
|--|--|--|---|
| <ul style="list-style-type: none"> • Explain how and why World War II impacted the economic, social, cultural, and political life of the U.S.? • Describe and analyze the effects of the war on American economic, social, political, and cultural life. • Explain how popular culture of the 1950s reflected middle-class values and how some subcultures dissented from those values • Compare and contrast middle-class values to subcultures of the 1950s • How did the events of World War II help facilitate the onset of the Cold War and influence American foreign policy throughout most of the 20th century? • Elaborate on changes in the direction of foreign policy related to the beginning of the Cold War | <p>American Dream, GI Bill, suburbs, Harry S Truman, Dixiecrats, Thomas E. Dewey, Fair Deal, Dwight D. Eisenhower, Conglomerate, franchise, baby boom, Dr. Jonas Salk, Dr. Benjamin Spock, Consumerism, Planned obsolescence, mass media, Federal Communication Commission, stereotypes, beat movement, beatnik, rock n roll, White Flight, Urban renewal, termination policy Iron Curtain, Truman Doctrine, Marshall Plan, Central Intelligence Agency (CIA,) Zionist Movement, Israel, Berlin Airlift, Chinese Civil War, Korean War, UN, Police Action, Douglas MacArthur, Hydrogen Bomb, Geneva Accords, Eisenhower Doctrine, Nikita Khrushchev, U-2 Incident, Berlin Wall</p> | <p><i>What is your definition of the American Dream?</i> Ask the students to define “the American Dream”. Brainstorm as a class, listing on the board all ideas, words, and phrases that students offer. Create a collage about your dream. Choose a literary piece: song lyrics, poem, short story; to express your view of “the dream”. Surround that with pictures and quotes that reinforce your idea. Additional activities could include reading: John Steinebeck’s, <i>Paradox and Dream</i> and Ruth Sidel’s “The New American Dreamers”</p> | <p>Textbook; Primary and secondary resources; Multi Media; Current Events; Graphics/Charts/Maps</p> |

Unit Title:

New Frontier and Great Society (1959-1970)

Suggested time frame:

2-3 weeks October

Standards:

PA: 8.3.12.1.A, B, C, D; 8.4.12.A, B, C, D

CC 8.5.11-12.A, B, C, D, E, F, G, H, I, J, ; CC 8.6.11-12.A, B, C, D, E, F, G, H, I

Essential Questions:

What were the achievements and challenges of the Kennedy and Johnson administrations?

| Competency | Vocabulary | Strategy | Resource |
|---|---|--|--|
| <ul style="list-style-type: none"> Summarize the key conflicts of the Kennedy Administration and the Cold War Describe the Kennedy and Johnson administrations fight against poverty in the 1960s Locate and identify places, regions, and geographic features that have played prominent roles in historical or contemporary issues and events Analyze how worldwide transportation and communication patterns have affected the flow and interactions of people, ideas, and products. | flexible response, Fidel Castro, Bay of Pigs, Cuban Missile Crisis, New Frontier, Peace Corps, Great Society, HUD, Head Start, VISTA, Medicare, National Endowment for the Humanities, Robert Kennedy, 1968 Democratic National Convention, Watergate scandal, Sam Ervin/Senate Watergate Committee, Bob Woodward/Carl Bernstein, John Dean, U.S. v. Nixon (1974), 25th Amendment | Analysis of John F. Kennedy’s Inaugural Address. Students will compare and contrast the content of JFK’s inaugural speech with the events of the time. Play the speech while the students read along. They are to answer the following questions for discussion: Was the speech clear in presenting Kennedy’s views?; To whom was he trying to appeal?; What message was he trying to get across?; What appeared to concern him? | Textbook; Primary and secondary resources; Multi Media; Current Events; Graphics/Charts/Maps |

Unit Title: Cold War

Suggested time frame: 2-4 weeks Using chronological order this topic will be used in the study of the 1940's-1990.

September - March

Standards: PA: 8.3.12.1.A, B, C, D; 8.4.12.A, B, C, D
CC 8.5.11-12.A, B, C, D, E, F, G, H, I, J, ; CC 8.6.11-12.A, B, C, D, E, F, G, H, I

Essential Questions: What international and domestic tensions resulted from the Cold War?

| Competency | Vocabulary | Strategy | Resource |
|--|---|---|--|
| <ul style="list-style-type: none">Identify the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe.Analyze the consequences of the Soviet Union's breakup.<ul style="list-style-type: none">the development of market economiespolitical and social instabilitythe danger of the spread of nuclear technology and other technologies of mass destruction to rogue states and terrorist organizationsExplain the role of various leaders in transforming the Soviet Union and Eastern EuropeIdentify the sources of ethnic and religious conflicts in the following nations and regions. | "Duck and cover", Fallout Shelters, House Un-American Activities Committee, Hollywood Blacklist, Alger Hiss, Julius and Ethel Rosenberg, National Security Act (1947), Taft-Hartley Act, Fair Deal, AFL-CIO, National Highway Act, New Left, Détente, S.A.L.T. I and II, United Nations Security Council, O.A.S. N.A.T.O, S.E.A.T.O., Warsaw Pact, Alliance for Progress' John F. Kennedy, Lydon, Banes Johnson, Richard M. Nixon; command economy; anticommunist policies; Ronald Reagan; Mikhail Gorbachev, Vaclev Havel; Andrei Sakharov; Aleksander | Group Newscasts Divide the class into groups of three or four students each and ask them to prepare an American newscast about the beginning of the Cold War. Students must write their scripts as if they were reporting the news in the 1950s. Provide Internet access and library research materials, including original newspaper articles from the era, so students can craft their newscasts around real events. Encourage them to discuss the political, economic and social implications of the war and include influential political figures, such as Josef Stalin, Dwight Eisenhower and Joseph McCarthy, in their newscasts. Set up a news desk, spotlights and a video camera, and ask each group to present their newscast for the class. Civil Defense Brochures Show the students the original 1951 Federal Civil Defense Administration "Duck and Cover" educational video -- teachers used the video to instruct students how to respond if an atomic bomb were detonated in the United | Textbook; Primary and secondary resources; Multi Media; Current Events; Graphics/Charts/Maps |

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| <ul style="list-style-type: none"> • Explain the social and economic effects of the spread of AIDS in Asian and African countries | <p>Solzhenitsyn; Lech Walesa; Glasnos; Northern Ireland; the Balkans; Sudan and Rwanda; Sri Lanka; Kashmir</p> | <p>States. Explain that the FCDA also produced survival literature, such as evacuation maps and bomb shelter tips, and show them some examples. Ask your students to make their own 1950s emergency preparedness brochures, using computer software, to educate and reassure the public should a nuclear attack have occurred during that time. Encourage students to include photos, symbols, drawings, pictures, maps, bullet points and graphs.</p> <p>Multimedia Presentations</p> <p>Divide your class into pairs and ask each group to create a multimedia presentation on a Cold War topic, such as the arms race, the Red Scare, the formation of NATO, the Warsaw Pact, the Korean War, the Suez Crisis, the U-2 spy incident, the Bay of Pigs invasion, the Nuclear Test-Ban Treaty or Perestroika. Students should include text, photos and sound in their presentations. Create a rubric and give your students a copy, so they know what to include in their oral presentations.</p> | |
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Unit Title: Civil Rights

Suggested time frame: 3 weeks November – US Civil Rights Movement
3 weeks January – Women’s Movement, Hispanic Movement, Native American Movement

Standards: PA: 8.3.12.1.A, B, C, D
CC 8.5.11-12.A, B, C, D, E, F, G, H, I, J, ; CC 8.6.11-12.A, B, C, D, E, F, G, H, I

Essential Questions: In what ways did the African Americans fight discrimination during the civil rights era?

| Competency | Vocabulary | Strategy | Resource |
|--|--|---|--|
| <ul style="list-style-type: none">Trace major events of the Civil Rights Movement and evaluate its impactCompare and contrast the fight for civil rights in the United States, South Africa and ChinaAssess the impact of growing racial and ethnic diversity in American society from 1973 to the present | <p>Part 1 - C.O.R.E., Brown v. Board of Education, Topeka, Kansas (1954,) Thurgood Marshall, Earl Warren, Rosa Parks, Montgomery bus boycotts, Martin Luther King, Jr., Little Rock Nine, S.N.C.C., Sit-ins, Freedom Riders, 24th amendment, George Wallace, March on Washington, James Meredith, Civil Rights Act of 1964, Voting Rights Act of 1965, Malcolm X, Black Power Movement, Stokely Carmichael, Black Panthers, civil disobedience, urban riots, Dixiecrats, Greensboro sit-ins; apartheid, Nelson Mandela, Tank Man, Tiananmen Square, Gandhi</p> <p>Part 2 - Cesar Chavez, United Farm Workers, AIM, Ben Nighthorse Campbell, Betty Friedan, feminism, NOW, Gloria Steinem, Equal Rights Amendment, Phyllis Schlafly, Multiculturalism, Nativism, Immigration, Affirmative Action, Reverse Discrimination, Regents of the University of California v. Bakke (1978), Minorities in politics, Green Card, No Child Left Behind, Racism, Oprah Winfrey, Madeline Albright, Maya Angelou, Colin Powell, Condoleezza Rice</p> | <p>“Most Valuable Activist” Award Creating an award for the most valuable civil rights activist. Allows students to recognize the importance of key individuals in the civil rights movement. Students will select or be assigned an activist who exemplifies the spirit of the civil rights movement. Students will use poster board to create a plaque naming the “Most Valuable Activist” and list at least three reasons why the person should be recognized. Displays will be hung around the room and at the end of the chapter students will select the winner.</p> | <p>Textbook; Primary and secondary resources; Multi Media; Current Events; Graphics/Charts/Maps; Eyes on the Prize, PBS Video series; Zinn Project</p> |

Unit Title:

Assess and interpret how individuals, issues, and events changed or significantly influenced the course of U.S. history after 1945.

Suggested time frame:

2-3 weeks This is a conceptual unit that will be completed with other topics chronologically in the study of the 1940’s-1990.

September-May

Standards:

PA: 8.3.12.1.A, B, C, D

CC 8.5.11-12.A, B, C, D, E, F, G, H, I, J, ; CC 8.6.11-12.A, B, C, D, E, F, G, H, I

Essential Questions:

Why did social protests and calls for change sweep across the United States in the 1960s?

| Competency | Vocabulary | Strategy | Resource |
|--|---|--|--|
| <ul style="list-style-type: none"> Identify major social movements including, but not limited to, those involving women, young people, and the environment, and evaluate the impact of these movements in the United States’ society Explain how the computer revolution contributed to economic growth and advances in science, medicine, technology and communication. | Elvis Presley, British Invasion, Beatles, Students for a Democratic Society (SDS), Counterculture, Haight-Ashbury Woodstock, Betty Friedan, The Feminine Mystique, National Organization for Women, Women’s Liberation, Gloria Steinem, Equal Rights Amendment, Roe v. Wade (1973), César Chávez, American Indian Movement (AIM,) Clean Air Act, Clean Water Act, Environmental Protection Agency, Radio in 1950s, Color television, Sputnik, NASA, National Defense Education Act, Space Programs, Appllo 13, John Glenn, Neil Armstrong, Silicon Valley, Computers, ICBMs, Nuclear power, Glass Ceiling, polio vaccines, birth control pills, artificial hearts, Dolly, internet, pc, laptop, rotary to portable telephone, cellar phone, | <p>And We were All in One Place: Youth Culture and the Rock Festival</p> <p>Teachers may select from the following approaches as appropriate for their objectives: Discuss, or have students research Monterey, Woodstock, and Altamont concerts and fill out “Festival Facts” sheet. From the data collected, have students discuss what made each festival special. Pass out the lyrics and play the songs associated with each festival and have students evaluate how</p> | Textbook; Primary and secondary resources; Multi Media; Current Events; Graphics/Charts/Maps |

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| | Satellite television, 8-trach, cassette, LP, CD, MP3, Walkman | accurately these songs reflect their respective events. Distribute the lyrics to, "Woodstock" and "New Speedway Boogie," and play the songs. Ask students to identify the themes from the songs and relate them to their respective festivals. View selected scenes from the three films of the festivals. Analyze the films for content, non-musical scenes, filming techniques, mood, and overall effect. Have students consider in what ways do the films confirm, conflict with, add, or change one's view of each festival. | |
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Unit Title: Summarize significant events in foreign policy from Vietnam to the present day

Suggested time frame: 3 weeks December

Standards: PA: 8.3.12.1.A, B, C, D
 CC 8.5.11-12.A, B, C, D, E, F, G, H, I, J, ; CC 8.6.11-12.A, B, C, D, E, F, G, H, I

Essential Questions:

What were the military and political events of the Vietnam War and how did the conflict impact life in the United States?

How have significant events in foreign policy since the Vietnam War impacted America and America’s role in the world?

To what degree is the self-perception of the U.S. impacted by world opinion?

To what extent have America’s responded to foreign policy challenges?

| Competency | Vocabulary | Strategy | Resource |
|---|--|---|--|
| <ul style="list-style-type: none"> Summarize significant events in foreign policy since the Vietnam War. Identify the causes of the United States’ involvement in Vietnam and examine how this involvement affected society. What impact does the media have in shaping United States foreign policy? | Ho Chi Minh Vietcong, Gulf of Tonkin Resolution, Operation Rolling Thunder, Robert McNamara, General William Westmoreland, Selective Service System, Agent Orange, Napalm, Tet Offensive, My Lai Incident, Vietnamization, Cambodia, Laos, Kent State, Pentagon Papers, New York Times v. U.S. (1971), 26th Amendment Paris Peace Accords, War Powers Act (1973), Fall of Saigon, 1975, Hanoi Hilton, John McCain, Yom Kippur War, Yasser Arafat, PLO, Helsinki Accords, Jimmy Carter, Camp David Accords, Anwar el-Sadat, Menachem Begin, Shah of Iran, Iranian Revolution of 1978-1979, Ayatollah Khomeini, Iranian Hostage Crisis, Strategic Defense Initiative (Star Wars) U.S. invasion of Lebanon, Iran-Contra Affair, Mikhail Gorbachev, INF Treaty, Fall of the Berlin Wall, Ronald Reagan, Tiananmen Square | <p><i>Empathy and the Vietnam War</i></p> <p>Assign students to interview men who were of draft age during the war. Find out how they dealt with the dilemma of the draft. General class discussion of the term “empathy”</p> <p>Introduce general information about the Vietnam war. Give background on the basic philosophies about the war. Define conscientious objector, amnesty, draft dodging, special treatment. Read magazine articles, listen to music and read accounts from the time period which talk about the subject. Students should be evaluated based upon the interviews, presentations, their explanation supporting or opposing the amnesty which allowed men who fled to Canada to return to the USA.</p> | Textbook; Primary and secondary resources; Multi Media; Current Events; Graphics/Charts/Maps |

Unit Title: Cultural, Economic, Social, and Political changes of the 1970's to present day

Suggested time frame: 3 weeks March

Standards: PA: 8.3.12.1.A, B, C, D
 CC 8.5.11-12.A, B, C, D, E, F, G, H, I, J, ; CC 8.6.11-12.A, B, C, D, E, F, G, H, I

Essential Questions: How do citizens influence government policy?
 Is there one America or many?
 What were the political, social and economic events of the 1970s?

| Competency | Vocabulary | Strategy | Resource |
|--|---|---|---|
| <ul style="list-style-type: none"> Evaluate the impact of recent constitutional amendments, court rulings, and federal legislation on United States' citizens. Identify and assess the impact of economic, technological, and environmental changes in the United States from 1973 to the present Identify and assess the impact of social, political, and cultural changes in the United States from 1973 to the Present | States' rights, Affirmative action, Civil Rights, Civil Liberties, Miranda, Right to Counsel, Swann v. Charlotte- Mecklenburg Schools (1971), Title IX, Geraldine Ferraro, William Rehnquist, Sandra Day O'Connor, Flag burning Texas v. Johnson (1989,) Clarence Thomas, Americans with Disabilities Act, Energy Crisis, Stagflation, WIN (Ford), Three Mile Island, Department of Energy, National Energy Act, Supply-Side economics (Reagonomics), "Trickle-down" theory, Airline deregulation, National debt, Food stamps, Challenger disaster, NAFTA, Computer revolution, Internet, Bill Gates, Steve Jobs, NASDAQ, Sunbelt, Rustbelt, Immigration, Amnesty, New Federalism, Presidential pardon, Gerald Ford, Jimmy Carter, Ronald Reagan, Elections of 1976-Present, New Right Coalition, Stonewall Riots, Gay Rights Movement, Graying of America, New Democrat Ross Perot, Bill Clinton, Al Gore, Newt Gingrich, Joe Lieberman, John McCain, Barack Obama, Immigration Policy Act, Barbara Jordan, Newt Gingrich, Hillary Clinton | Trends in American Popular Culture in the 1970s and 1980s Assignment: Recently, the Smithsonian Museum decided to sponsor an exhibition that highlights the history and changes in popular culture in the 1970s and 1980s. Along with guest speakers, films, and other events, the organizers also decided to ask high school students around the country to create projects and presentations of their own to contribute to the exhibition. Our task: to research one of the trends of the 1970s or 1980s and create a visual presentation, which provides information about the influence and importance of this trend to history. | Textbook; Primary and secondary resources; Multi Media; Current Events; Graphics/Charts/Map; <i>Tuesdays with Morrie</i> |

Unit Title: Terrorism

Suggested time frame: 3 weeks April

Standards: PA: 8.3.12.1.A, B, C, D
CC 8.5.11-12.A, B, C, D, E, F, G, H, I, J, ; CC 8.6.11-12.A, B, C, D, E, F, G, H, I

Essential Questions: What is the price of modernization?
Is the United States moving toward or away from its foundational ideals?

| Competency | Vocabulary | Strategy | Resource |
|--|---|---|---|
| <ul style="list-style-type: none">• Describe America’s response to and the wider consequences of the September 11, 2001 terrorist attack on the World Trade Center in New York City and the Pentagon in Washington, D. C.• Explain the rise and funding of Islamic fundamentalism in the last half of the 20th century and identify the major events and forces in the Middle East over the last several decades• Describe the United States' response to domestic terrorism, gender identification crimes and gang warfare• Explain the difference in terrorism, attacks due to gender identification and gang warfare and identify the major events in the US | Civil liberties, Terrorism, Nuclear proliferation, Embassy bombings, Terrorist network, Al-Qaeda, Osama bin Laden, September 11, 2001, Patriot Act, Colin Powell, George W. Bush, World Trade Center, Taliban Regime, Pentagon, Shanksville, PA; Afghanistan, War on Iraq, Department of Homeland Security, Air Marshall, Pre-emptive strikes, Bush Doctrine, “Axis of Evil”; Domestic terrorism, Hezbollah, Al Qaeda, Al Jazeera, ecoterrorism, extremists, Hamas, ISIS, air marshal, hijack, Stonewall riot, religious fanaticism, ideology, dehumanization, xenophobia, homophobia, terrorism, terrorist ,freedom fighter, suicide bomber, gang, Latin Kings, Asian Boys, Vice Lords, Crips, Aryan Brotherhood | A Day of Infamy Comparison and assessment of the speech FDR gave to Congress after the attack on Pearl Harbor and the speech given by George Bush to the people after the attacks on September 11. | Textbook; Primary and secondary resources; Multi Media; Current Events; Graphics/Charts/Maps; https://www.usip.org/sites/default/files/terrorism.pdf |

Unit Title: Contemporary World, 1989-Present

Suggested time frame: 2-3 weeks May

Standards: PA: 8.3.12.1.A, B, C, D
CC 8.5.11-12.A, B, C, D, E, F, G, H, I, J, ; CC 8.6.11-12.A, B, C, D, E, F, G, H, I

Essential Questions: What are the most important issues that affect the United States and the world today?

| Competency | Vocabulary | Strategy | Resource |
|--|--|--|--|
| <ul style="list-style-type: none">• Explain why divisions developed in the country at the beginning of the new millennium.• Describe the basis of the economic boom in the late 20th century.• Show how technological developments have affected life in the United States.• Discuss the changes that took place in the make-up of the American population at the turn of the 21st century. | Strategic Defense Initiative, Solidarity, Glasnost, Perestroika, Separatist Movement, "New World Order", Technological Revolution, Islamic Fundamentalism, Weapons of Mass Destruction, Ronald Reagan, Mikhail Gorbachev, Boris Yeltsin, Vladimir Putin, Andrei Sakharov, Aleksander Solzhenitsyn, Lech Walesa, Nelson Mandela, F.W. de Clerk, George H.W. Bush, George W. Bush, Irish Republic Army, Yasir Arafat, Ayatollah Khomeini, Saddam Hussein, Osama Bin Laden, Al-Qaeda, Taliban, Mujahedeen, PLO, Chernobyl, Reunification, Persian Gulf War, World Trade Center, Pentagon, Shanksville, September 11, 2001, Arab Spring, Muammar Gaddafi | Year in Review Students are to select one topic from the year's course. Create a multimedia project about the topic and explain why that topic was the most important to them | Textbook; Primary and secondary resources; Multi Media; Current Events; Graphics/Charts/Maps; Field trip in the junior or senior year to the key 9-11 sites of New York City, Washington DC and Shanksville, PA. |