

## Ninth Grade: United States History and Geography

### Unit 9: Growing Turmoil at Home and Abroad

#### Big Picture Graphic

Overarching Question:

**How did domestic and international events both affect and reflect the changing meaning of freedom and equality in the United States?**

Previous Unit:

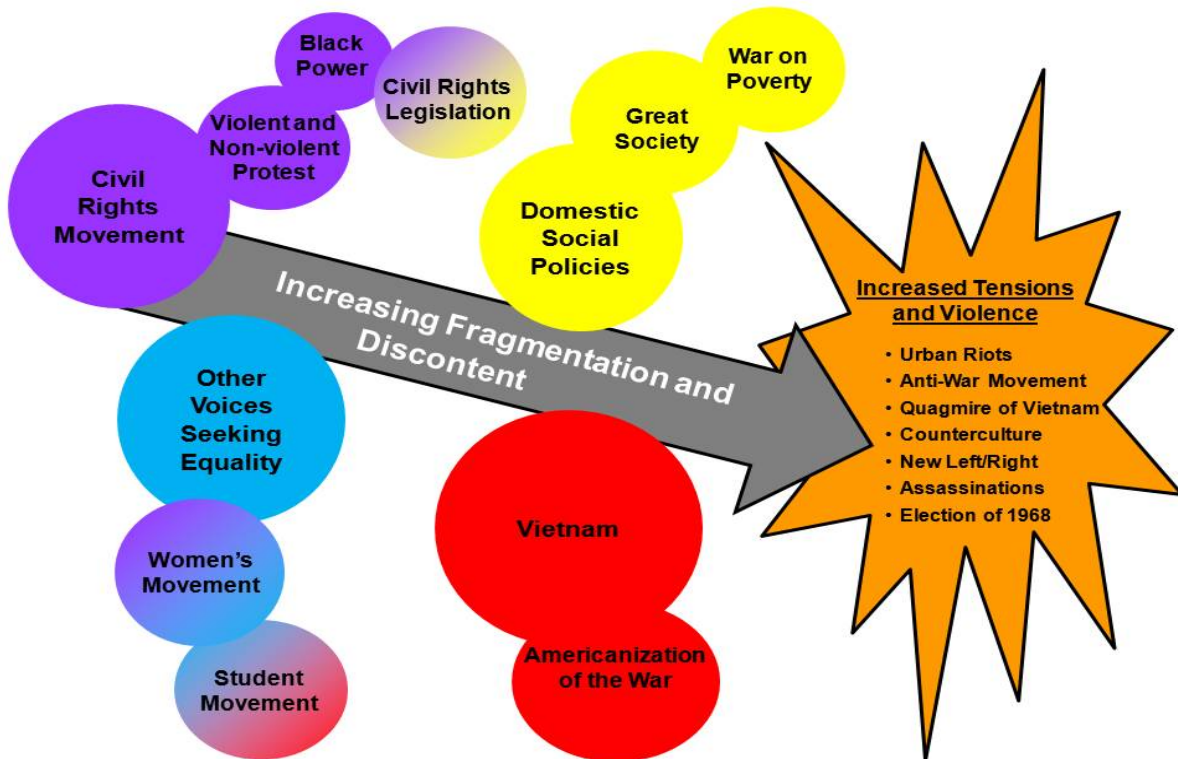
In the Midst of the Cold War: Civil Rights and Other Domestic Policies

This Unit:

**Growing Turmoil at Home and Abroad**

Next Unit:

The Rise of Conservatism



Questions To Focus Assessment and Instruction:

1. How did the early Civil Rights movement and socio-economic factors influence the domestic agenda and social movements of the 1960s?
2. How and why did the Vietnam War divide America?
3. How did Americans reshape ideas of freedom and equality after World War II?

Types of Thinking	Public Issues
<ul style="list-style-type: none"><li>• Evidentiary Argument</li><li>• Research</li><li>• Identifying Perspectives</li><li>• Compare and Contrast</li><li>• Cause and Effect</li><li>• Description</li></ul>	<ul style="list-style-type: none"><li>• <b>United States and the World:</b> Contemporary public policy issues related to the role of the United States in the world.</li><li>• <b>Liberty vs. Security:</b> Contemporary public policy issues related to how the nation balances liberty interests with security interests.</li><li>• <b>Government and Social Change:</b> Contemporary public policy issues related to the role government should play in affecting social change.</li></ul>

### Unit Historical Overview

The 1960's and early 1970's are described by many historians as a time of increasing stress and fragmentation in the United States. The period was marked by the reinvigoration of New Deal liberalism in the early 1960's, but its gradual exhaustion in the 1970's. In 1964 and 1965 President Johnson, in pursuit of his "Great Society," managed to push through Congress an unprecedented amount of Civil Rights legislation. To some it seemed as though the goal of a Great Society would be attained. However, in 1965, tensions escalated as more troops were sent to Vietnam, diverting attention and resources from domestic issues. The result was evident by 1967, as the War on Poverty had ground to a halt and a growing militancy threatened the nonviolent approach to reform previously championed by civil rights activists. In 1968, Martin Luther King Jr. and Robert F. Kennedy were assassinated within weeks of one another and widespread rioting ensued despite the fact that King had been fervently committed to non-violence. As ghetto uprisings in urban areas marked the urban landscape, the "counter-culture" became less willing to comply with societal norms and the Women's Liberation movement intensified. Moreover, a growing antiwar movement following the Tet Offensive that same year convinced most Americans that Vietnam was an unwinnable war. Some Americans believed the country was coming apart in 1968 and the American political process itself, designed to bring about the peaceful opportunity for change, was disrupted by still more violence at the Democratic National Convention. The populace became increasingly uncertain about the future. In the midst of domestic turmoil and caught up in the "quagmire of Vietnam", many Americans turned to a presidential candidate who promised to honorably end the war in Vietnam and restore law and order to a nation that many felt was out of control – Richard M. Nixon.

### Unit Abstract:

In this unit, students continue to evaluate continuity and change in American history as they explore the turbulent 1960's in the United States. Students examine how and why the nation experienced a decade of intense social change and increasing turmoil at home. Using letters between Abigail and John Adams, students begin by considering how the fight for freedom and equality was not new. They review several groups and events of the Civil Rights Movement and explore whether it is ever possible to change or expand people's notions of freedom without some tension and/or friction.

After considering how the 14<sup>th</sup> Amendment enabled the passage of the Civil Rights Act of 1964, students evaluate arguments about the success of President Johnson's domestic programs, known collectively as The Great Society, and identify the most convincing arguments. In doing so, students learn about the importance of addressing counterclaims fairly, and using an objective tone and sound reasoning in academic arguments. Students then consider the role of television as they explore the impact of the escalation in Vietnam on the domestic political agenda and the growing frustration many Americans felt at the slow pace of change. Using case studies of several urban riots, students evaluate the causes and consequences of these uprisings. To explore the growing division among Americans, students examine the array of causes being championed and the growing intensity and urgency accompanying their presentation. They explore how many of these causes were reflected in popular culture through music and then work collaboratively to construct electronic displays of issues, groups, and court cases that divided America. As students compare the displays, they evaluate each in light of American core values and its impact on society. Throughout the unit, students are exposed to a variety of historical arguments. They learn how to construct a thesis statement, claims, and how to use evidence and sound reasoning to support both. The unit concludes with students constructing a historical argument and revising it based on peer review as they address the question: How did Americans reshape ideas of freedom and equality after World War II?

### Focus Questions

1. How did the early Civil Rights movement and socio-economic factors influence the domestic agenda and social movements of the 1960s?
2. How and why was America divided in the 1960s?
3. How did Americans reshape ideas of freedom and equality after World War II?

### Content Expectations

*USHG F.1.1:* Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals

- Declaration of Independence
- the U.S. Constitution (including the Preamble)
- Bill of Rights
- the Gettysburg Address
- 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments

*USHG F.1.2:* Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing

- The birth of republican government, including the rule of law, inalienable rights, equality, and limited government
- The development of governmental roles in American life
- And competing views of the responsibilities of governments (federal, states, and local)
- Changes in suffrage qualifications

- The development of political parties
- American's political and economic role in the world

*USHG 8.1.2:* Foreign Policy during the Cold War – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including:

- the development of the U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community
- the armed struggle with Communism, including the Korean conflict
- direct conflict within specific world regions, including Germany and Cuba
- U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationships/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media)<sup>1</sup>
- indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala)
- the arms race.

*USHG 8.2.2:* Policy Concerning Domestic Issues<sup>2</sup> – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by

- describing issues challenging Americans such as domestic anti-communism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment
- evaluating policy decisions and legislative actions to meet these challenges (e.g., G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), E.P.A. (1970)).

*USHG 8.2.4:* Domestic Conflicts and Tensions – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v. Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter-culture movements), environmental movement, women's rights movement, and the constitutional crisis generated by the Watergate scandal.<sup>3</sup>

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<sup>1</sup> Although the entire content expectation is listed, this unit focuses specifically on the Vietnam portion of the expectation.

<sup>2</sup> The focus in this unit is on labor, poverty, and health care. Domestic anti-Communism (McCarthyism), infrastructure, and immigration were addressed in a previous unit. The environmental movement is addressed in Unit 10 and 11.

<sup>3</sup> This unit addresses only the Women's Rights Movement and the Vietnam War portion of this expectation. The next unit will focus on the Watergate crisis, court cases, and the environmental movement.

- USHG 8.3.1:* Civil Rights Movement<sup>4</sup> – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including
- the impact of WWII and the Cold War (e.g., racial and gender integration of the military)
  - Supreme Court decisions and governmental actions (e.g., Brown v. Board (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), and Voting Rights Act (1965))
  - protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955-1956), March on Washington (1963), Freedom Rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-Violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)
  - resistance to Civil Rights
- USHG 8.3.3:* Women's Rights – Analyze the cause and course of the women's rights movement in the 1960s and 1970s (including the role of population shifts, birth control, increasing number of women in the work force, National Organization (NOW), and the Equal Rights Amendment (ERA)).
- USHG 8.3.5:* Tensions and Reactions to Poverty and Civil Rights – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta, Newark).
- C2.2.2:* Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged.
- C3.4.3:* Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).
- C3.5.7:* Explain the role of television, radio, the press, and the internet in political communication.
- C5.3.8:* Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.
- C6.2.5:* Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.
- C6.2.6:* Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.

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<sup>4</sup> This unit addresses the Civil Rights movement after 1965 since much of this expectation has already been addressed in the previous unit of study.

**E2.2.5:**        Government Revenue and Services – Analyze the ways in which governments generate revenue on consumption, income and wealth and use that revenue for public services (e.g., parks and highways) and social welfare (e.g., Social Security, Medicaid, Medicare).

**Common Core State Standards**

- 9-10.RH.1:**    Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 9-10.RH.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.
- 9-10.RH.3:**    Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 9-10.RH.4:**    Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- 9-10.RH.6:**    Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 9-10.RH.8:**    Assess the extent to which the reasoning and evidence in a text support the author's claims.
- 9-10.RH.9:**    Compare and contrast treatments of the same topic in several primary and secondary sources.
- 9-10.WHST.1:** Write arguments focused on *discipline-specific content*.
- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  - 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 and in a manner that anticipates the audience's knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - 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.
- 9-10.WHST.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 9-10.WHST.5:* Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 9-10.WHST.6:* Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link other information and to display information flexibly and dynamically.
- 9-10.WHST.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.
- 9-10.WHST.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.
- 9-10.WHST.9:* Draw evidence from informational texts to support analysis, reflection, and research.
- 9-10.WHST.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.

### **Key Concepts**

civil rights  
counterculture  
economic freedom  
equal protection  
equality  
freedom  
idealism  
New Left  
nonviolent/violent resistance  
order/security  
personal freedom  
limited war  
women's movement

### **Duration**

1.5 weeks

## Lesson Sequence

Lesson 1: Growing Voices of Discontent  
Lesson 2: Social Policy and “The Great Society”  
Lesson 3: Vietnam: Another Undeclared War  
Lesson 4: The Domestic Agenda in the Shadow of Vietnam  
Lesson 5: The Growing Anti-War Movement  
Lesson 6: Fragmentation  
Lesson 7: Constructing an Historical Argument

## Assessment

### Performance Assessments

USHG 8.2.1 USHG8.2.2 USHG 8.2.4 USHG 8.3.1 USHG 8.3.3 USHG 8.3.4 USHG 8.3.5	Write a persuasive essay taking a position on the most significant social or political conflict that divided America in the 1960s. The essay should support the position with evidence, including demographic data and information about other social movements. Students should refute at least one counter argument to their position. Students’ essays should address how the conflict affected other issues during the era.
USHG 9.3.1 C3.5.7	Engage in a small group discussion to evaluate the appropriate role of the media in foreign policy issues. Students should address the role of the media in the past including “yellow journalism” during the Spanish-American War, the advent of television and its influence on Vietnam, the explosion of cable network stations, and the Internet today.
USHG 8.1.2 USHG 8.3.1 USHG 8.3.5 C2.1.4 C2.2.2 C5.3.8 C6.2.5 C6.2.6	Construct an annotated timeline that describes the domestic and foreign policy challenges that faced the United States from 1945 to 1968. The timeline should include origins, setbacks, and successes of the American policy of “containing” the Soviet Union, as well as domestic challenges and how they were addressed by individuals, groups, and the government. Engage in a small group discussion that evaluates why historians consider 1968 as a pivotal year in American history.

## Resources

### Equipment/Manipulative

Computer hooked up to internet  
Data Projector  
“Freedom Tracking Notebook”  
Markers



Poster Paper or Chart Paper  
Student access computers with internet access  
Wall Maps

### Student Resource

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