

Waynesville High School  
 Social Studies Department  
 American History Scope and Sequence/Pacing Guide

4th Quarter
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<b>Course</b>	<b>Unit and Topics</b>	<b>Content Statement</b>	<b>Length of Time</b>
American History	The Changing Home Front: The New Frontier and the Great Society, The Civil Rights Movement, Struggles for Change	Historical Thinking and Skills: 1, 2, 3, 4  Cold War: 24  Social Transformations in the United States: 28, 31  United States and the Post-Cold War World: 32, 33	7 weeks

<p><b>Unit Goals</b></p> <p>Students will:</p> <p>19. Understand how Presidents Kennedy and Johnson attempt to better the lives of all Americans.</p> <ol style="list-style-type: none"> <li>1. The Kennedy Presidency - The New Frontier             <ol style="list-style-type: none"> <li>1. Campaign issues</li> <li>2. How Kennedy dealt with Cold War issues - plans to stop the spread of communism (Bay of Pigs, Cuban Missile Crisis)</li> <li>3. Difficulties getting legislation passed</li> <li>4. Effort to help the poor</li> </ol> </li> <li>2. LBJ's Great Society             <ol style="list-style-type: none"> <li>1. War on Poverty</li> <li>2. Problems with the Great Society and a decline in popularity</li> <li>3. Warren Court</li> </ol> </li> </ol> <p>20. Understand how the civil rights movement altered the lives of Americans.</p> <ol style="list-style-type: none"> <li>1. Nonviolence goal - purpose and tactics</li> <li>2. Push for Civil Rights Bill and passage influences</li> </ol>
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3. Details and issues with voter registration - failures, Selma, Voting Rights Act
4. Malcolm X and approach towards Civil Rights - why nonviolence loses support
5. Problems after the Death of Martin Luther King, Jr.
6. Civil Rights gains made

21. Understand how the movements of the 1960s challenged the traditional way of life in America, Presidential Administrations beyond the 1960s and various issues of the late 20th Century

1. Why protests developed on American campuses
2. Issues various movements took on -women's, Chicano and American Indian
3. What the counterculture was and what weakened it
4. Details about the Vietnam War and public response
5. Understand Nixon Presidency and the Watergate Scandal
6. Understand the Carter Presidency and the Iranian Hostage Crisis
7. Understanding of government's role in the 1990s with environment, social welfare, protecting the country, globalization
8. Understand the 9/11 and the effects

### **Strategies**

19. The New Frontier and The Great Society

- Bellringers and discussion questions
- Chapter 30.1 & 2 Powerpoint Notes
- Video clips: Nixon/Kennedy debates, Bay of Pigs
- Cuban Missile Crisis Simulation - see perspectives, choose options, realize difficulty of decision
- Assassination Conspiracy Theory Activity - look at theories and merits of each - compare, evaluate likelihood
- 30.3 Powerpoint Notes
- LBJ Crossword
- Chapter 30 Study guide and review game
- Chapter 30 Test

20. The Civil Rights Movement

- Bellringers and discussion questions
- Guided Reading 31.1
- Civil Rights Initiative Charts
- Video clips: Sit-ins, Freedom Rides, Birmingham protests, March on Washington, Civil Rights Act of 1964, Legacy of SNCC
- Greensboro Photo Analysis - look at various perspectives with an accompanied writing assignment
- 31.2 & 3 Powerpoint notes
- Video clips: Freedom Summer, Selma and voting rights, Malcolm X
- MLK Jr. and Malcolm X Comparative Assignment - web search with Venn diagram, writing prompt

- Role play activity - Civil Rights Movement Skit
- Chapter 31 study guide and review game
- Chapter 31 test

21. A Cultural Revolution (with some additional information regarding 20th Century Presidential Administrations 20th Century Conflict)

- Bellringers and discussion questions
- Vietnam Powerpoint Notes
- Vietnam Vocabulary and Pictures
- A Cultural Revolution Notes - includes women's, Chicano and American Indian Movements
- Chapter 32.4 Powerpoint notes
- Vietnam and the Counterculture Era music analysis
- Nixon Powerpoint notes
- Watergate Webquest
- Carter Powerpoint
- Carter reading and questions
- 444 Days Documentary and Movie Guide
- Lesson on government's role in the 1990s in regards to the environment, social welfare, protecting the country, globalization
- 9/11 lesson and the after effects
- Final Exam that includes this unit's information

Course	Unit and Topics	Content Statement	Length of Time
American History	EOY Test Review	Historical Thinking and Skills: 1, 2, 3, 4  Historic Documents: 5, 7, 8, 9	Sporadically throughout school year

**Unit Goals**

Students will:

- Review information learned in previous grades in the content of social studies to prepare for the End of Year Exam:
  1. The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies.
  2. The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the United States.
  3. Problems facing the national government under the Articles of Confederation led to

the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government.

4. The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States.

5. The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self government and the national debate over the ratification of the Constitution of the United States.

## **Strategies**

### EOY Review

1. Declaration of Independence Analysis - chunking
2. Northwest Ordinance reading and questions
3. Articles of Confederation
  - a. Reading and questions
  - b. Group Activity - have to create their own constitutions to share, followed by a class discussion on flaws of each constitution (1st draft always contains flaws)
4. Federalist and Anti-Federalist
  - a. Reading and questions
  - b. Drafting and Ratifying a Constitution Powerpoint - includes arguments for both Federalists and Antifederalists and how ratification was achieved
  - c. Class will be divided into 6 groups, each group presenting a summary of an issue brought up during the drafting of the new Constitution
    - i. Group 1: summarize the Virginia Plan
    - ii. Group 2: summarize the New Jersey Plan
    - iii. Group 3: summarize the Great Compromise
    - iv. Group 4: summarize the Three-Fifths Compromise
    - v. Group 5: summarize the Compromise on Tariffs
    - vi. Group 6: summarize the Compromise on Slavery
  - d. Differentiated assignment: identifying Federalists and Anti-Federalists based on descriptions discussed and read about in class - done both as whole class and in differentiated groups
5. Bill of Rights
  - a. Explain each amendment and illustrate
  - b. 3 minute Bill of Rights guide video
  - c. Students given scenarios, have to decide which amendment and whether or not the issue is protected by the Bill of Rights