

**HPISD CURRICULUM**  
 (SOCIAL STUDIES, UNITED STATES HISTORY)

EST. NUMBER OF DAYS: 10 DAYS \_\_

<p><b>UNIT NAME</b></p>	<p><b>UNIT 5B: COLD WAR AND CIVIL RIGHTS: NEW FRONTIER AND GREAT SOCIETY</b></p>
<p><b>Unit Overview</b></p>	<p>Students will understand the achievements and challenges of the Kennedy and Johnson administration and the African American struggle for civil rights.</p>
<p><b>Generalizations/Enduring Understandings</b></p>	<p><b>Constitutional Government and Federalism</b>        Reinterpretation of fundamental law in a written constitution, through altered historical circumstances and cultural values, leads to significant changes in the political culture.</p> <p>Ongoing struggles between national and state governments, and changing political attitudes, continuously redefine the balance of power in a federal system.</p> <p>Political conflict and competition lead to the formation of organized political interests with different goals and ideals.</p> <p>The quest for expanded voice and meaningful participation in political life represent the core purpose of reform in democratic societies.</p> <p><b>Capitalism and Economic Abundance</b>        Free markets, free labor, and capital investment, in an environment of abundant resources and technological advances, lead to economic growth and opportunities for prosperity.</p> <p>Scientific discoveries and technological innovations shape economic development.</p> <p>Economic regulation and government stimulation of the economy modify and moderate the effects of free market capitalism to achieve other economic and political goals, such as stability and equality.</p> <p>Global conflict and cooperation, along with changing cultural circumstances, trigger problems and opportunities for economic development, such as expanded opportunities for trade, competition for resources, and interdependency.</p> <p><b>Civil Rights and Equality</b>        Ongoing struggles for political and economic equality exemplify political, economic, and social change in democratic societies.</p>

	<p>The embodiment of the ideals of political liberty and self-determination in the Charters of Freedom, including the Bill of Rights, establish the foundation for the struggle to extend equal rights and civil liberties to all citizens regardless of economic standing, race or gender.</p> <p>The ideal of individual rights continually competes with the reality of government intervention.</p> <p><b>War and Diplomacy</b> The failure of diplomacy and compromise often leads to war.</p> <p>Wars are fought for complex reasons, some noble, such as the protection of freedom, and others immoral, such as greed and prejudice.</p> <p>Wars result in significant economic, political, and social changes in domestic affairs and foreign relations.</p> <p><b>American National Character</b> In the midst of great cultural diversity, American identity still exhibits uniqueness in its cultural intermixing, social equality, population mobility, and abundance.</p> <p>Cultural patterns influence the daily lives of every member of society, and are reflected in churches, schools, and other institutions, as well as literature, the fine arts, and traditions.</p> <p>Demographic shifts, including immigration, internal migration, ethnicity, and aging, have significantly influenced cultural patterns and political interests.</p> <p>Individuals can significantly influence historical events and group behavior through effective leadership.</p>
<p><b>Concepts</b></p>	<p>Science and Technology Economic Opportunity Immigration and Migration Civil Rights</p>
<p><b>Guiding/Essential Questions</b></p>	<p>What were the major accomplishments of the Kennedy and Johnson administrations? What factors led to an increased participation in the civil rights movement? What were the differences between the views of various civil rights organizations?</p>

	Performance Levels	Learning Progressions(**Decision Point)
<p><b>Learning Targets</b></p>	<p><u>Prerequisite Knowledge and Skills:</u></p> <p>Students will list, describe and summarize the domestic and foreign policies of the Kennedy and Johnson administration.</p> <p><u>Learning Target:</u> the students will evaluate the achievements, challenges and responses both foreign and domestic of the Kennedy and Johnson administration as well as evaluate the efficacy of the administrations' policies towards the African American struggle for civil rights.</p>	<p><b><u>Learning Progression (**Decision Point)</u></b></p> <ul style="list-style-type: none"> <li>• Build a vocabulary from the chapter. The Story of US-student viewing guide to be completed</li> <li>• The Story of US-student viewing guide to be completed</li> <li>• Concept Mapping-Students are given the vocabulary terms/concepts and required to create a concept map of at least 10 items. The map must have a textual explanation and visual</li> <li>• ESPN-Economic, social, political, environmental. Based in the pain</li> <li>• Self-Directed Quiz-After a “popcorn” reading of a document, students write five content based questions with an answer key. Quiz is passed to another student who may use the document to answer the SDQ. Quiz is returned to test maker who grades the quiz and files it.</li> <li>• Physical Time Line- students are given an event and conduct research. After presenting individual information, entire class lines up for a physical time line.</li> <li>•</li> </ul>

Formative Assessments		
Summative Assessments		
	TEKS	Specifications
<b>TEKS (Grade Level) / Specifications</b> <b>RED</b> = Readiness Standards <b>GREEN</b> = Supporting Standards <b>BLUE</b> = Process Standards <i>Italics</i> = Standards Not Tested	<b>(8) History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to:</b> (D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;	Kennedy Administration faced some of the most dangerous Soviet confrontations in American history. (HPISD)
	(E) analyze the major issues and events of the Vietnam War such as the Tet Offensive, the escalation of forces, Vietnamization, and the fall of n; and	The Tet Offensive, the escalation of forces, Vietnamization, and the fall of Saigon. (TEKS)
	(F) describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.	The draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement. (TEKS)
	<b>(9) History. The student understands the impact of the American civil rights movement. The student is expected to:</b> (A) trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments;	Activism and a series of Supreme Court decisions advanced civil rights for African Americans in the 1950s and 1960s. (HPISD) Civil Rights activists broke through racial barriers and prompted landmark legislation. (HPISD) Demand for reform helped create a new awareness of social problems, especially civil rights and the effects of poverty. (HPISD)
	(B) describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements;	
	(C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King, Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan;	
	(D) compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin	The Black Panthers vs. the nonviolent approach of Martin Luther King Jr. (TEKS) Disagreements among civil rights groups and the

	Luther King Jr.;	rise of black nationalism created a violent period in the fight for civil rights. (HPISD)
	(E) discuss the impact of the writings of Martin Luther King Jr. such as his “I Have a Dream” speech and “Letter from Birmingham Jail” on the civil rights movement;	Martin Luther King Jr. “I Have a Dream” speech and “Letter from Birmingham Jail” on the civil rights movement. (TEKS)
	(F) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965; and	While Kennedy had trouble getting his ideas for a New Frontier passed, several goals were achieved. (HPISD)
	(G) describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the congressional bloc of southern Democrats, that sought to maintain the status quo;	
	(H) evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and	
	(I) describe how litigation such as the landmark cases of Brown v. Board of Education, Mendez v. Westminster, Hernandez v. Texas, Delgado v. Bastrop I.S.D., Edgewood I.S.D. v. Kirby, and Sweatt v. Painter played a role in protecting the rights of the minority during the civil rights movement.	Brown v. Board of Education, Mendez v. Westminster, Hernandez v. Texas, Delgado v. Bastrop I.S.D., Edgewood I.S.D. v. Kirby, and Sweatt v. Painter. (TEKS)
	<b>(17) Economics. The student understands the economic effects of World War II, and the Cold War. The student is expected to:</b> (C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;	
	(D) identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each; and	The Great Society, affirmative action, and Title IX. (TEKS)

	<p><b>(21) Government. The student understands the impact of constitutional issues on American society. The student is expected to:</b></p> <p>(A) analyze the effects of landmark U.S. Supreme Court decisions, including <i>Brown v. Board of Education</i>, and other U.S. Supreme Court decisions such as <i>Plessy v. Ferguson</i>, <i>Hernandez v. Texas</i>, <i>Tinker v. Des Moines</i>, <i>Wisconsin v. Yoder</i>, and <i>White v. Regester</i>;</p>	<p><i>Plessy v. Ferguson</i>, <i>Hernandez v. Texas</i>, <i>Tinker v. Des Moines</i>, <i>Wisconsin v. Yoder</i>, and <i>White v. Regester</i>. (TEKS)</p>
	<p><b>(23) Citizenship. The student understands efforts to expand the democratic process. The student is expected to:</b></p> <p>(B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments; and congressional acts such as the American Indian Citizenship Act of 1924; and</p>	
	<p><b>(24) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</b></p> <p>(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton;</p>	<p>Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton. (TEKS)</p>
	<p><b>(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</b></p> <p>(A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;</p>	
	<p>(C) identify the impact of popular American culture on the rest of the world. over time; and</p>	
	<p>(D) analyze the global diffusion of American culture through the entertainment industry via various media.</p>	
	<p><b>(26) Culture. The student understands how people from various groups contribute to our</b></p>	<p>Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah</p>

	<p><b>national identity. The student is expected to:</b></p> <p>(D) identify the political, social, and economic contributions of women , such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey , to American society</p>	Winfrey. (TEKS)
	<p><b>(27) Science, technology, and society. The student understands the impact of science, and technology , and the free enterprise system on the economic development of the United States. The student is expected to:</b></p> <p>(A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States;</p>	Electric power, telephone and satellite communications, petroleum-based products, steel production, and computers . (TEKS)
	<p>(C) understand the impact of technological and management innovations, and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management.</p>	Assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management. (TEKS)
<b>Processes and Skills</b>		
<b>Topics</b>	<p>John F. Kennedy Flexible response Fidel Castro Berlin wall Hotline Limited testban treaty New Frontier Mandate Peace Corps Alliance for Progress Warren Commission LBJ Economic Opportunity Act Great Society Medicare and Medicaid 1965 Immigration Act Warren Court</p>	

	Reapportionment Thurgood Marshall Brown v. Board Rosa Parks MLK, Jr. SCLC SNCC Sit-in Freedom riders James Meredith Civil Rights Act of 1964 Freedom summer De facto segregation, de jure segregation Malcolm X Nation of Islam Stokely Carmichael Black Power Black Panthers Kerner Commission 1968 Civil Rights Act Affirmative action
<b>Facts</b>	
<b>Language of Instruction</b>	
<b>State Assessment Connections</b>	
<b>National Assessment Connections</b>	
<b>Resources</b>	<i>The Americans</i> , Chapter 20 and 21 Primary Documents (from InDepth Resources) Division of Berlin and Berlin wall JFK, “Inaugural Address” Ralph Nader, “Unsafe at Any Speed” Rachel Carson, “Silent Spring” excerpts “Crisis in Little Rock” eyewitness report MLK, “I Have a Dream” Freedom Summer poster