



Marietta City Schools
2023–2024 District Unit Planner

IB History of the Americas Yr1

Unit Title/ Topic	<i>Unit 8: Modern US History</i>	Hours	<i>18</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Unit Description and texts

This section focuses on changing trends in foreign and domestic policies in the Americas. In the latter decades of the 20th century, the region experienced significant political, social, cultural and economic changes. The section also considers the transitions to democracy in Latin America and the challenges encountered.

Transfer goals/Skills	Approaches to learning (ATL)
<p>Skills:</p> <p>Use of specific terminology in writing.</p> <p>Build analysis in writing.</p> <p>Build critical thinking skills with regards to historical sources.</p> <p>Details: Students will be able to apply their learning from this unit to an evaluation of history that helps prepare them for writing the external assessment, Internal Assessment in IB History, and the Paper 3 Essay. Students will use the OPCVL format to analyze historical sources</p>	<p>Category: Thinking</p> <p>Cluster: Thinking Skills</p> <p>Skill Indicator:</p> <p>Discuss the motives for Kennedy's Alliance for Progress in small groups.</p> <p>Which reasons does your group think was most important for Kennedy? Was the policy driven more by ideology or economic interests?</p>
Content/skills/concepts	Learning process

<p style="text-align: center;"><u>Students will know the following content:</u></p> <p>SSUSH20 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.</p> <p>a. Analyze the international policies and actions developed as a response to the Cold War including containment, the Marshall Plan, the Truman Doctrine, and the Korean War.</p> <p>b. Connect major domestic issues to their social effects including the G.I. Bill, Truman’s integration policies, McCarthyism, the National Interstate and Defense Highways Act, and Brown v. Board of Education.</p> <p>c. Examine the influence of Sputnik on U.S. technological innovations and education.</p> <p>SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations</p> <p>a. Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.</p> <p>b. Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson’s Great Society, following the assassination of John F. Kennedy.</p> <p>c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.</p> <p>d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.</p>	<p>Socratic Seminar Small group/pair work PowerPoint lecture/notes Group presentations</p> <p>Details:Students will master a broad swath of knowledge during this unit since it encompasses both domestic and foreign events. Students will be working in groups to explore the ramifications of modern history on present day events. This is almost a current events unit. Students will focus on cause and effect statements, basing their analysis on various historical sources. As always, students will use the OPCVL method to analyze events.</p>
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e. Describe the social and political turmoil of 1968 including the reactions to assassinations of Martin Luther King, Jr., and Robert F. Kennedy, the Tet Offensive, and the presidential election.

SSUSH22 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Nixon, Ford, and Carter administrations.

a. Analyze the international policies and actions taken as a response to the Cold War including the opening of and establishment of diplomatic relations with China, the end of U.S. involvement in Vietnam, the War Powers Act, the Camp David Accords, and Carter's response to the 1979 Iranian Revolution and hostage crisis.

b. Connect major domestic issues to their social effects including the creation of the Environmental Protection Agency, the emergence of the National Organization for Women, Nixon's resignation due to the Watergate scandal, and his pardon by Ford.

SSUSH23 Assess the political, economic, and technological changes during the Reagan, George H.W. Bush, Clinton, George W. Bush, and Obama administrations.

a. Analyze challenges faced by recent presidents including the collapse of the Soviet Union,

Clinton's impeachment, the attacks of September 11, 2001, and the war against terrorism.

b. Examine economic policies of recent presidents including Reaganomics.

c. Examine the influence of technological changes on society including the personal computer, the Internet, and social media.

d. Examine the historic nature of the presidential election of 2008.

Students will develop the following skills:

Map and Globe Skills: 1, 3, 4, 5, 6, 7, 8, 11, 12, 17

Information Processing Skills: 1, 2, 3, 5, 6, 8, 10, 11, 17

15: Political developments in the United States (1945–1980) and Canada (1945–1982)
This section explores the domestic concerns and political developments in the United States and Canada, with a specific focus on the domestic policies and achievements of particular leaders in each country. In the United States, there is also a focus on economic development and the changing composition of the main political parties.

<p>16: The Cold War and the Americas (1945–1981) This section focuses on the development and impact of the Cold War on the region. Most of the second half of the 20th century was dominated by the global conflict of the Cold War. Within the Americas, some countries were closely allied to the United States and some took sides reluctantly. Many remained neutral or sought to avoid involvement in Cold War struggles. A few, influenced by the Cuban Revolution, instituted socialist governments. No nation, however, escaped the pressures of the Cold War, which had a significant impact on the domestic and foreign policies of the countries of the region.</p> <p><u>Students will grasp the following concepts:</u></p> <p>See above</p>		
Language and Learning	TOK Connections	CAS connections
<p>Activating background knowledge</p> <p>Scaffolding for new learning</p> <p>Acquisition of new learning through practice</p> <p>Demonstrating proficiency</p> <p>Details:</p> <p>Students will be taking their prior knowledge of modern US History and examining significance of events, along with examining the interconnections between certain events in history. Students will showcase proficiency of knowledge of these events through formative and summative assignments.</p>	<p>Areas of knowledge</p> <p>The knowledge framework</p> <p>Details:</p> <p>Ask students to ask about the methods they have used to find out about the causes of the Cold War.. How are those methods similar/different to the methods used to gain knowledge in other areas of knowledge?</p>	<p>Activity</p> <p>Details:</p> <p>As a part of the lesson on the core events of the Cold War, students were required to use post-it notes to attach to paper posted around the room that represented early events and themes. The post-its were designed to contain arguments for the significance of these events to the movement.</p>
Essential Understandings and Questions		
<p>Factual: The events post WWII to the present.</p> <p>Conceptual: Events of the recent past have a massive effect on the present.</p> <p>Debatable: Those effects fade over time.</p>		

Common Assessment Tasks List of formative and summative assessments.					
DP Assessments	Assessment Objectives	Formative Assessments		Summative Assessments	<p>HOTA Paper 3: Section 15: Political developments in the United States (1945–1980) and Canada (1945–1982)</p> <p>HOTA Paper 3: Section 16: The Cold War and the Americas (1945–1981)</p> <p>HOTA Paper 3: Section 18: The Americas (1980–2005)</p> <p>Students will complete a constructed response to the prompt of their choice</p>
Learning Experiences Add additional rows below as needed.					
Topic or Content		Learning Experiences		Personalized Learning and Differentiation	
15: Political developments in the United States (1945–1980) and Canada (1945–1982)		Create a timeline of North American political events.		Students will have choices as to what events merit placement on the timeline.	
16: The Cold War and the Americas (1945–1981)		Create a priority ladder of causes and results of the Cold War		Students will justify their answers with relevant factual sources and information.	
Content Resources					
Additional supports in this unit should include:					
Think IB					