

# Unit Seven: The 1960s

Content Area: **Social Studies**  
Course(s): **Advanced Placement U.S. History II**  
Time Period: **February**  
Length: **Approximately 4 weeks**  
Status: **Published**

## Enduring Understandings:

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- African-Americans see major gains in equality as the Civil Rights movement sees major milestones such as the Voting Rights Act and the Civil Rights Act.
- Cold War tensions continued to increase with events like the failed Bay of Pigs Invasion, Cuban Missile Crisis, and Vietnam War.
- Oppositional views were more apparent as the youth challenged older generations, peaceful protesters faced those who motivated violence, and leaders like JFK, MLK, Malcom X, and RFK would all be assassinated by the end of the decade.
- The impact of the Great Society was significant in extending New Deal programs, but limited by the Vietnam War.
- The optimism of the 1960s will lead into a more disillusioned American public in the 1970s.
- The post-war era led to new opportunities such as the GI Bill and dramatic population growth because of the baby boom who would be the leaders of the hippie, counterculture movement.
- The role of technology and television continues to evolve as news reports cover the election of 1960, the efforts of Civil Rights activists, and Vietnam.
- The Vietnam war was an extension of Cold War tensions as the US fought to limit the growth of communism around the world.

## Essential Questions:

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- How did Civil Rights activists work to achieve the goals of equality for African Americans?
- How did Cold War tensions shape American culture and politics?
- How did LBJ's Great Society serve to extend the New Deal programs of FDR and lead America to become more of a welfare state?
- How did the assassination of JFK impact America? In what ways was it similar to the impact of Lincoln's death 100 years before?
- How did the era of post-war prosperity and the Cold War build nationalism and shape American National Identity?
- How did the television change American culture?
- How did the unfinished issues of the Reconstruction era become resolved during the 1960s?
- How did the views of MLK and Malcom X differ and impact the Civil Rights movement?
- How does the death of JFK and the Vietnam War shape the presidency of LBJ?
- How will other minority groups (women, Hispanic-Americans, Asian-Americans, Native-Americans, and the LGBTQ community) build off of the success of the African American Civil Rights movement?
- What impact do the baby boom and the GI Bill have on America following the 1960s?

## Lesson Titles:

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- Ch 28 Annotations
- Ch 28 Notes/Lecture/Class Discussion
- Civil Rights Group Project ( 6 days)
- Civil Rights Short Answer quiz
- Counterculture of the late 1960s
- HBOs Letters from Home (Vietnam War)
- JFK Assassination Analysis
- Media of the 1960s Analysis
- MLK and Malcom X readings
- Music of the 1960s Analysis
- New Deal and Great Society Venn Diagram
- Top Ten Vocabulary
- Ultimate Guide to the Presidents Video Analysis

## 21st Century Skills and Career Ready Practices:

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- Civics and government
- Global issues
- Economic and financial literacy
- Environmental Literacy
- Critical thinking and problem solving
- Information literacy
- Initiative and Self-direction
- Productivity and Accountability

PFL.9.1.12.A.2	Differentiate between taxable and nontaxable income.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.A.11	Explain the relationship between government programs and services and taxation.
PFL.9.1.12.B.1	Prioritize financial decisions by systematically considering alternatives and possible consequences.
PFL.9.1.12.B.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
PFL.9.1.12.F.6	Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.
PFL.9.1.12.G.1	Analyze risks and benefits in various financial situations.
PFL.9.1.12.G.7	Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

### **Inter-Disciplinary Connections:**

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Language Arts Integration: Students will utilize reading and writing skills for understanding primary sources and secondary informational text.

Economics/Personal Financial Literacy: Students will analyze the boom and bust cycle of the American economy. Students will begin to analyze the concept of credit along with its pros and cons. Students will examine the rise of consumer culture in the 1960s.

Math: Students will analyze graphs and charts demonstrating the changes of populations and income for various products from 1960-1969.

Physics: Students will examine the Space Race and the trajectory debates about the bullets that killed JFK.

Sociology: Students will evaluate shifts in population as people moved to the Sunbelt for work and the concept of group thinking as mass hysteria strikes the country during the Red Scare (connect to Palmer Raids and 1920s anarchy movements - spiral learning) and discuss racial and gender inequality, protests, etc.

Music Analysis: Students will listen to, and interpret the meanings of songs from the 1960s. (Anti-War songs, the evolution of the Beatles from clean cut and matching on Ed Sullivan to the end of the 1960s hippie culture.)

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science

	and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, 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.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.11-12.2.A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.11-12.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.WHST.11-12.2.D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LA.WHST.11-12.5	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.
SCI.9-12.5.1.12.C.2	Use data representations and new models to revise predictions and explanations.
SCI.9-12.5.1.12.C.c	Science is a practice in which an established body of knowledge is continually revised, refined, and extended as new evidence emerges.
SOC.9-12.2.2.1	Ethnocentrism

SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4.1	Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age
SOC.9-12.2.4.3	Social movements
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality
SOC.9-12.4.2.2	Social problems
SOC.9-12.4.3.1	Distribution of power through social institutions
SOC.9-12.4.3.2	Potential of institutions to produce, reinforce, or challenge inequality
SOC.9-12.4.4.1	Individual responses to inequality
SOC.9-12.4.4.2	Group responses to inequality such as social movements
SOC.9-12.4.4.3	Social policy responses to inequality
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.2.12.A.CS1	<p>Cultural and historical events impact art-making as well as how audiences respond to works of art.</p> <p>Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.</p> <p>Statistics and Probability</p>

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

Bloom's Taxonomy as students analyze, evaluate, and synthesize information about this era.

- Thematic thinking: Understanding the AP theme Migration and Settlement, American National Identity, and Work, Technology, and Exchange, Social Structures, and America in the World. (Synthesis/DOK 4)
- Annotation writing of AMSCO book chapter 28 (Recall/ DOK 1)
- Lecture to present basic concepts on the JFK Assassination, the Civil Rights movement, and the policies of the Great Society. (Recall/DOK1)
- Linking historical events from one time period to another; WWII to the Cold War, the 1950s and 1960s,

Korean War and Vietnam War, and Reconstruction to Civil Rights. (Synthesis/DOK 4)

- Stimulus Based Multiple Choice Exams modeled on the AP format (Evaluate,synthesize,analysis/DOK 4)
- Top ten vocabulary (Recall/DOK 1)
- Compare and contrast: MLK and Malcolm X, JFK and RFK, New Deal and Great Society (Compare and Contrast/DOK 2)
- Media Literacy on Letter From Home Vietnam movie analysis (Analyze/ DOK 3)
- Essay writing (Recall, Analysis and Synthesis/ DOK 1, 2, 3, and 4)
- Delsea One
- SWAG

## **Modifications**

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## **Formative Assessment:**

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- Anticipatory Set: Current event analysis as needed to connect today to the past.
- Anticipatory set: Counterculture music
- Anticipatory Set: MLK I have a Dream Speech Analysis and discussion
- Anticipatory Set: Seinfeld Magic Loogie Clip
- Anticipatory set: Ultimate Guide to the Presidents Video Analysis
- CH 28 Annos
- Class discussion on the presidencies of JFK and LBJ
- Closure: Whip Around: How does the Cold War impact the US at home and in the world?
- Closure: Edpuzzle to reinforce learning from class
- Closure: Kahoot to check for retention of information
- Closure: Quick Q&A related to the role of news media dealing with the Civil Rights movement and the Vietnam War.
- Closure: Turn to your partner and debate: Does the Civil Rights movement solve all of the racial issues in America?
- Verbal check in with individual students
- Warm Up: I side with ( Two oppositional view of the 60s will be presented and students will choose and defend a side: JFK v Nixon, MLK v Malcolm X, Hippies v Mainstream Society, Doves v Hawks)
- Warm up: Q&A about the evolution of the Cold War
- Warm-up: One fact (Students will start class sharing one fact from the annos. on day one of the unit)

## **Summative Assessment:**

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- 1960s DBQ
- Ch 28 Short Answer Quiz (AP format)
- Ch 28 Vocab quiz
- Chapter 28 SBMC test
- Civil Rights Group project and presentation
- Supreme Court Cases Packet

## **Benchmark Assessments**

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Skills-based assessment

Reading responses

Writing responses

## **Resources & Materials:**

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AMSCO text book

American Pageant textbook

Annotations Chart

Ultimate Guide to the Presidents DVD

Letters From Home DVD

[Zapruder Film](#)

[Fannie Lou Hamer](#)

[Freedom Riders](#) American Experience by PBS

[Freedom Summer](#) American Experience by PBS

[Patsy Mink](#) first Asian senator

History of the [LGBTQ](#) movement

[Gay Black Activists of the 1960s and 1970s](#)

[LGBTQ](#) fight for rights.

[Bayard Rustin](#) (Civil Rights leader for African-Americans and the LGBTQ community)

[Oral history of the March on Washington](#)

