

# Unit Eight: The 1970s

Content Area: **Social Studies**  
Course(s): **Advanced Placement U.S. History II**  
Time Period: **February**  
Length: **Approximately 2 weeks**  
Status: **Published**

## Enduring Understandings:

---

- America faces its first military disappointment as Vietnam eventually falls to communism, as do Cambodia and Laos.
- Cold War tensions begin to wind down as America shifts its focus of attention more towards the Middle East.
- LGBTQ, women, Native-Americans, Hispanic-Americans, and Asian-Americans all begin to work towards fairer treatment by the government and equal opportunity in society.
- Other groups try to push for similar progress to the 1960s Civil rights movement and African-Americans continue to push for equality as the fight against busing ensues.
- The disillusionment of the 1970s stemmed from political issues, such as Watergate, economic issues, such as stagflation, and social debates about minority groups.
- The optimism of the 1960s led into a more disillusioned American public in the 1970s.
- The presidencies of Nixon, Ford, and Carter usually are viewed as lackluster in comparison to other presidents from other eras. (Historiography)
- The role of technology and television continues to evolve as news reports cover serious issues such as Vietnam and sitcoms use sarcasm to cope with tough topics. (MASH and All in the Family)
- The Vietnam war was an extension of Cold War tensions as the US fought to limit the growth of communism around the world.
- There is a new push to protect the environment as the EPA is formed, the first Earth day is held, and Americans begin to debate clean energy use.

## Essential Questions:

---

- How did Civil Rights activists work to achieve the goals of equality for minority groups in the 1970s?
- How did Cold War tensions shape American culture and politics?
- How did Nixon's Watergate Scandal and the Pentagon Papers lead to an American disillusionment with big government?
- How did the economic struggles of the 1970s, issues with the Middle East, and the Cold War build nationalism and shape American National Identity?
- How did the presidencies of Nixon, Ford, and Carter compare to one another and other presidencies over time?
- How did the television change American culture?
- How does the Vietnam War shape American government and society in the 1970s?
- 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?

## Lesson Titles:

---

- Ch 29 Annotations
- Ch 29 Notes/Lecture/Class Discussion
- Current Events Research: Students will analyze modern day headlines and make a historical link to the 1970s as the era of origin for the topic they selected.
- Media of the 1970s Analysis
- Music of the 1970s Analysis
- Presidential Research Activity
- Ultimate Guide to the Presidents Video Analysis

## **21st Century Skills and Career Ready Practices:**

---

- 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.9	Analyze how personal and cultural values impact spending and other financial decisions.
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.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:**

---

**Language Arts Integration:** Students will utilize reading and writing skills for understanding primary sources and secondary informational text as they complete AP formatted DBQs, LEQs, and Short Answer Questions.

**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 issues with stagflation, oil supply shortages, and a general economic struggle during the decade.

**Math:** Students will analyze graphs and charts demonstrating the changes of populations and income for various products from 1970-1979.

**Physics:** Students will examine the Space Race.

Sociology: Students will evaluate the continued shifts in population as people begin to emigrate into the US from new locations such as India, the Middle East, and the Southeast Pacific looking for a better life and work, the ongoing protests of the Vietnam conflict, women's movement, etc.

Music Analysis: Students will listen to and interpret the meanings of songs from the 1970s. (Anti-War songs and rock and roll to disco by the end of the decade)

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.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.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
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.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.3	(See note; not applicable as a separate requirement)
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.11-12.10	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.
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.9-12.3.3.2	Primary and secondary groups
SOC.9-12.3.3.3	In-groups and out-groups
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.9-12.4.3.2	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	Cultural and historical events impact art-making as well as how audiences respond to works of art.
	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.
	Statistics and Probability

---

## **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 29 (Recall/ DOK 1)
- Lecture to present basic concepts on the 1970s, Nixon to Carter's presidencies, Vietnam, Watergate, and movements of minority groups to obtain rights. (Recall/DOK1)
- Linking historical events from one time period to another; 1960s to 1970s, 1970s to 1980s, Middle Eastern relations to the eventual War on Terrorism, and the Hippie movement to the Disco Era. (Synthesis/DOK 4)
- Stimulus Based Multiple Choice Exams modeled on the AP format (Evaluate,synthesize,analysis/DOK 4)
- Compare and contrast: Social equality movements of the 1960s and 1970s, various presidencies over time, efforts to protect the environment over time. (Compare and Contrast/DOK 2)
- Essay writing (Recall, Analysis and Synthesis/ DOK 1, 2, 3, and 4)
- Delsea One
- SWAG

---

## **Modifications**

---

## **Formative Assessment:**

---

- Anticipatory Set: Current event analysis as needed to connect today to the past.
- Anticipatory set: Disco music
- Anticipatory Set: NASA Space Footage
- Anticipatory set: Ultimate Guide to the Presidents Video Analysis
- Anticipatory Set: We didn't Start the Fire music Video
- CH 29 Annos
- Class discussion on the presidencies of Nixon, Ford and Carter
- Closure: Whip Around: How does the oil shortage impact America?
- Closure: Edpuzzle to reinforce learning from class
- Closure: Kahoot to check for retention of information
- Closure: Quick Q&A related to the various reform/civil rights movements of the 1970s (AIM, LBGTQ, Hispanic-Americans, etc.)
- Closure: Turn to your partner and debate: The 1960s represented hope and the 1970s represented disillusionment for the American people.
- Verbal check in with individual students
- Warm up: Q&A about the changing relationship with the Middle East and increasing reliance on oil.
- Warm Up: Venn Diagram the 1960s and 1970s
- Warm-up: One fact (Students will start class sharing one fact from the annos. on day one of the unit)

## **Summative Assessment:**

---

- 1970s LEQ
- Ch 28 Vocab quiz
- Chapter 29 SBMC test
- Nixon, Ford, Carter Internet Research Quiz Grade

## **Benchmark Assessments**

---

Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessments**

---

Performance tasks

Project-based assignments

Problem-based assignments  
Presentations  
Reflective pieces  
Concept maps  
Case-based scenarios  
Portfolios

## **Resources & Materials:**

---

AMSCO text book

American Pageant textbook

Annotations Chart

[Shirley Chisholm history](#)

[Professor Buzzkill Podcast](#) about wives protesting the Vietnam War.

[AIM on Alcatraz](#)

Ultimate Guide to the Presidents (purchase on Amazon Prime for \$18.99)

Any relevant current events articles. Much of today's news relates to the topics of this unit. (Teacher's choice, but some options are listed below in the technology section)