

Unit 9 Politics and Reform in the 1960s (JFK/LBJ)

Content Area: **Social Studies**
Course(s): **U.S. History II**
Time Period: **April**
Length: **1**
Status: **Published**

Unit Overview

With the help of television, Kennedy narrowly won the election of 1960 but his "New Frontier" initiatives become bogged down in congressional stalemate. Cold War confrontations over Berlin and Russian missiles in Cuba created threats of war. Several of Kennedy's initiatives were stalled as a result of his tragic assassination. Johnson succeeded Kennedy and used his huge congressional majorities to push through a mass of liberal Great Society legislation.

Enduring Understandings

- John F. Kennedy and Lyndon Johnson transformed American foreign and domestic policy during the 1960's.
- New Frontier and Great Society Programs had a lasting impact on the United States

Essential Questions

- What factors contributed to United States involvement in conflicts intended to contain communism, including the Bay of Pigs, the Cuban Missile Crisis, and the Berlin Crisis?
- How did Kennedy's Presidency and assassination effect the United States ?
- What was the effectiveness of social legislation that was enacted to end poverty and improve equality in the 1960's and today?
- In what ways has the Supreme Court interpreted the Constitution to define the rights of the individual and how have these interpretations impacted public policies?
- What are the central elements in achieving social, political, and economic equality?

Standards/Indicators/Student Learning Objectives (SLOs)

- Analyze and explain the causes and effects of the Bay of Pigs Invasion and Cuban Missile Crisis.
- Identify and assess the results of the Berlin Crisis and JFK's foreign policy as President.
- Evaluate Kennedy's domestic policies and the impact of the Kennedy Assassination
- Explain Johnson's goals and actions as seen in his Great Society Programs
- Summarize the the achievemnetsof the Great Society

SOC.6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
SOC.6.1.12.A.13.c	Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.
SOC.6.1.12.B.13.a	Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.
SOC.6.1.12.C.13.c	Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
SOC.6.1.12.D.12.c	Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
SOC.6.1.12.D.13.e	Explain why the Peace Corps was created and how its role has evolved over time.
SOC.6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.

Lesson Titles

- JFK and Foreign Policy (Cold War)
- JFK and the New Frontier
- JFK Election and Domestic Policies
- LBJ's Great Society
- The JFK Assassination
- The Kennedy Assassination and Conspiracy Theories
- Warren Court Decisions

21st Century Skills and Career Ready Practices

- Communication and Collaboration
- Media Literacy
- Information Literacy
- Global Awareness
- Civic Literacy
- Financial, Economic, Business and Entrepreneurial Literacy

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.

Inter-Disciplinary Connections

English Language Arts

LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a
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	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.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
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.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
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.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.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- Assess the key elements need to achieve social, political and economic equality.
- Evaluate JFKs handling of the Bay of Pigs,Cuban Missile Crisis and Berlin Crisis

- View and discuss Century Series Video Clip
- View and analyze the Documentary "The Kennedy Assassination/Beyond Conspiracy" - Formulate Opinions
- Power Point Presentation
- Guided Disussion
- Open Ended Written Question
- Compose a list of Great Society Legislation that is in effect today.
- Thematic Thinking
- Deductive Analysis
- Defend or argue Kennedy asassination conspiracy theories
- Linking Historical Events
- Kennedy and Johnson Student Report Cards - Evaluate-Appraise-Criticize
- SWAG
- Delsea One

Modifications

ELL Modifications

- Provide translated copies of Civil Rights Legislation
- Pair student with a stronger student to help with explanations from the document.
- Use Graphic Organizer on JFK Foreign Policy (Bay of Pigs,Cuban Missile Crisis,Berlin Crisis)
- Repeat, reword, clarify
- monitoring student moods/behavior fluctuation patterns to report to casemanager
- Students who prefer to work individually will be permitted to
- Provide academic (Tier III) vocabulary
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- SWAG
- Delsea One

IEP&504 Modifications

- Provide a simpler version of Amendments/Laws
- Help students re-write the Laws into their own words
- Read Test Aloud
- Provide academic (Tier III) vocabulary with explanations focusing on words related to the Constitution such as amendment, article, ratification, etc.
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet

- Study dy guides. Completed study guides can be offered by teacher. Digital review such as kahoots can also be used
- Repetition of key concepts through varied methods (Cuban Missile Crisis,Bay of Pigs,Berlin Crisis)
- Preferential Seating
- monitoring student moods/behavior fluctuation patterns to report to casemanager
- Students who prefer to work individually will be permitted to
- SWAG
- Delsea One

G&T Modifications

- Close reading: historical texts, poetry, speeches, primary sources, etc. (Kennedy Inaguration,JFK policies,JFK's Cuba philosophy, LBJ's Great Society)
- Student led/directed discussions,Inquiry based learning Modeling Jigsaw Generating and testing hypotheses about Cuba
- Argumentation and debate about the Bay of Pigs, Cuban Missile Crisis and Berlin (How it was handled.
- Graph/political cartoon/map analysis / interpretation/creation (Maps will focus on Cuba)
- Analysis of current events to understand origins from historical periods.
- Media literacy to evaluate credible sources (use of videos, webistes, and documents to correlate information. see resources section)
- Thematic learning
- SWAG
- Delsea One

At Risk Modifications

- Meetings or tutoring during Delsea One
- SWAG
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Allow extra time for completion of homework dependent upon circumstances

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Benchmark Assessment

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Formative Assessment

Warm Up

- Overview of the Week - Cuban Missile Crisis/JFK Domestic Policy/The Great Society
- Group Activity/Colloboration- "How and where was JFK assassinated ? "
- Reading Prompt - Why it Matters-the New Frontier
- Review Previous Info and Bridge to Lesson
- Writing Prompt - Kennedy vs Khrushchev Political Cartoon
- Current Event Connection Activity- Discuss current events that relate to Cuba

Anticipatory Set

- Witnessing History- "The Democratic Candidate"
- Video Segment of JFK Inaugural Speech
- JFK Quotes and Analysis (Cuban Missile Crisis/Berlin Crisis)
- Zabruder Footage
- Witnessing History - LBJ

Closure

- Whip Around -Presidential Report Card
- Exit Ticket - Name 3 things JFK should be remembered for
- Index Card Summary - Do you believe there was a conspiracy to kill JFK (Why or why not ?)
- Oral Questions and Review on JFK presidency, foreign policy and the Great Society
- Whip Around : Kennedy Accomplishments

Summative Assessment

- Quiz on JFK and the Cold War
- Quiz on the Great Society
- JFK/LBJ Test
- MP3 Assessment
- Presidential Report Cards
- Notebook Check
- Essay - Legacy of JFK

Resources & Materials

- Zabruder Film
- US History Text (Prentice Hall) Chapter 28 The JFK and Johnson Years
- Century Series - poisoned Dreams/1960-1964, Unpinned/1965-1970
- Youtube
- Outline Notes, collected images and political cartoons
- DVD: America's Story-The Cuban Missile Crisis
- Internet
- DVD: "The Kennedy Assassination/Beyond Conspiracy" (ABC)

Technology

- Zabruder Assassination Footage : <https://www.youtube.com/watch?v=iU83R7rpXQY>
- Century Series-Poisoned Dreams : <https://www.youtube.com/watch?v=93iBar-VrqA>

- Century Series-Unpinned : <https://www.youtube.com/watch?v=jET2qR8Y-Ng&t=1891s>
- DVD : The Kennedy Assassination/Beyond Conspiracy (ABC)
- DVD : America's Story - The Cuban Missile Crisis
- Smartboard to project notes, images, maps and political cartoons
- Google Classroom and Chrome Books
- Google Images

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.