

Unit 11 A Crisis in Confidence/ The 1970s

Content Area: **Social Studies**
Course(s): **U.S. History II**
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Unit Overview

Nixon's journeys to Communist Moscow and Beijing established a new "detente" with these powers. The Middle East War of 1973 and the Arab oil embargo helped create energy and economic difficulties that lasted throughout the decade. Following his 1972 election victory Nixon became bogged down in the Watergate scandal. Non-elected Gerald Ford took over after Watergate forced Nixon to resign. Campaigning against Washington and Watergate, outsider Jimmy Carter proved unable to master Congress or the economy once he took office. The Camp David agreement brought peace between Egypt and Israel, but the invasion of Afghanistan and the holding of American hostages in Iran added to Carter's woes. The US found more problems in the 1970s than it had solutions.

Enduring Understandings

- Americans suffered a crisis in confidence during the 1970's due to political, economic, and foreign policy issues

Essential Questions

- How effective has the checks and balances system been in preventing one branch of national government from usurping too much power during contemporary times?
- How has the attitude of Americans towards government and politicians changed in the wake of Vietnam and Watergate?
- What is the role of America's dependence on foreign oil on its economy and foreign policy?
- How and why have religious tensions and historic differences in the Middle East led to international conflicts, and how effective has United States policy and actions been in bringing peaceful resolutions to the region?
- How did our democratic system function through a major scandal and resignation of a President?

Standards/Indicators/Student Learning Objectives (SLOs)

- Evaluate the effectiveness of the United States' checks and balances system in contemporary contexts (

invocation of executive privilege and the creation/use of the War Powers Act).

- Describe the main components of Nixon's domestic policies

- Examine how the Supreme Court has interpreted the Constitution to define the rights of the individual (in detail) the Supreme Court opinions and impact on public policies.

- Explain the Watergate incident and its consequences
- Highlight major characteristics of Nixon's Foreign Policy
- Evaluate and summarize the Presidency of Gerald Ford
- Assess the domestic policies of Jimmy Carter
- Identify and explain the successes and failures of Carter's Foreign Policy

SOC.6.1.12.A.14.a	Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
SOC.6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
SOC.6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
SOC.6.1.12.A.14.f	Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
SOC.6.1.12.B.14.c	Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
SOC.6.1.12.C.15.a	Relate the role of America's dependence on foreign oil to its economy and foreign policy.
SOC.6.1.12.D.14.a	Determine the relationship between United States domestic and foreign policies.
SOC.6.1.12.D.14.d	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
SOC.6.1.12.D.15.c	Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
SOC.6.1.12.CS14	Contemporary United States: Domestic Policies: Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

Lesson Titles

- Ford and Carter's Domestic Policies
- Ford and Carter's Foreign Policies
- Movie and Analysis Worksheet - "Miracle"

- Nixon's Domestic Policies
- Nixon's Foreign Policies
- Review For Test
- The Watergate Scandal

21st Century Skills and Career Ready Practices

- Communication and Collaboration
- Media Literacy
- Information Literacy
- Global Awareness
- Civic Literacy

CAEP.9.2.12.C.4

Analyze how economic conditions and societal changes influence employment trends and future education.

Inter-Disciplinary Connections

English Language Arts

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.11-12.5	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.11-12.7	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.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
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.E	Provide a concluding paragraph or section that supports the argument presented.
SCI.9-12.5.4.12.G.f	Scientific, economic, and other data can assist in assessing environmental risks and benefits associated with societal activity.

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

- Appraise the actions of Presidents Nixon through Obama both at home and abroad
- Formulate opinions on Nixon's guilt and punishment in reference to Watergate
- Summarize the effectiveness of Nixon, Ford and Carter's Foreign Policies in a written summary.
- Power Point Presentations
- Guided Discussion
- Video Clips - View and Discuss
- Syntax Strategies
- Thematic Thinking
- Movie
- Define and demonstrate meaning of vocabulary
- SWAG
- Delsea One

Modifications

ELL Modifications

- Use visuals such as videos to let students see what this historical era would have looked like
- Use graphic organizers to differentiate between presidential foreign and domestic policy
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge about Nixon
- Establish a framework allowing ELL students to understand and assimilate new ideas and information when dealing with historical content about the economy
- Utilize explicit learning strategies that are well planned in advance (intentional planning)
- Focus on domain specific vocabulary and keywords

- Group students accordingly
- SWAG
- Delsea One

IEP & 504 Modifications

- word banks, multiple choice, matching questions help when possible
- Preferential Seating
- Use visuals to show economic ideas, Nixon, Carter, effects of new legislation
- Use graphic organizer
- Tap prior knowledge of past Presidents
- Be flexible with time frames and deadlines
- Repeat reword and clarify
- Provide academic (Tier III) vocabulary
- Repetition of key concepts through varied methods
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- Political cartoons on Watergate/Nixon and other images/graphics should include a synopsis
- Read tests aloud
- Repetition of key concepts through varied methods
- Preferential Seating
- Repeat reword and clarify
- Delsea One
- SWAG

G & T Modifications

- Encourage students to explore concepts in depth and encourage independent studies or investigations into fraudulent government activity
- Determine where students' interests lie and capitalize on their inquisitiveness. (Is there a Invite students to explore different points of view on a topic of study and compare the two.
- specific career they are interested in? How would this apply to their interest?)
- Refrain from having them complete more work in the same manner.
- Employ differentiated curriculum to keep interest high.
- Repetition of key concepts through varied methods
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.

- Encourage students to make transformations- use a common task or item in a different way.
- Different test items. (DBQ, RAFT, thesis statement, projects, inquiry based)
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking)
- Options for type of project relating to content
- Thematic learning

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

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 (Watergate/Negatives on Carter)
- Group Activity/Colloboration: Why was the Decade Called a Crisis in confidence
- Analyze Watergate Timelins in Text
- Review Previous Info and Bridge to Lesson (Nixon-Ford-Carter)
- Writing Prompt - How Did TV change in the 1970s
- Current Event Connection Activity- Current Government Activities and Conroversies
- Review Quiz

Anticipatory Set

- Political Cartoon Analysis- Nixon and Watergate
- Photo Anlysis of 70s Events
- Infographic- The Iran Hostage Crisis
- Slide Show
- Read and Analyze :Witnessing History- Human Rights and Ameican Foreign Policy

Closure

- Debriefing (Presidents-Nixon,Ford,Carter)
- Exit Ticket - After Efects of Watergate
- Idea Spinner
- Index Card Summary - Nixon Highlights
- Oral Questions and Review
- Whip Around on Daily Topic

Summative Assessment

- DBQ - Watergate
- Nixon Quiz
- Carter Quiz
- Crisis in Confidence Test
- Written Political Cartoon Analysis
- Decade Newspaper Project
- Google Notes Check

Resources & Materials

- US History Text (Prentice Hall) Chapter 31-A Crisis in Confidence
- Rand McNally Maps
- Outline notes, collected images, political cartoons and maps
- DVD clip: Miracle
- The Century Series: 1971-1975 Approacing the Apocalypse and 1976-1980 Starting Over
- Library of Congress

- Gilder Lehrman Primary Sources

Technology

- Rand McNally Maps : <https://worldatlas.randmcnally.com/>
- Gilder Lehrman : <https://www.gilderlehrman.org/>
- Library of Congress : <https://www.loc.gov>
- Century Series - Approaching the Apocalypse
<https://www.youtube.com/watch?v=4cLv5FH0FA&t=2400s>
- Century Series - Starting Over : <https://www.youtube.com/watch?v=vus0FTWWcXE&t=1144s>
- DVD - Miracle
- Sporcle
- Kahoot
- Smartboard to project notes, images, political cartoons and maps
- Google Classroom and Chrome Books

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.E.CS2

Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.