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| **Social Studies: United States History II** | **Sample Tasks** |
| **Unit 3: Post-War Social Changes** | ***These tasks include reading, writing and analytical skills throughout the unit.*** |
| **Topics: Civil Rights Movement, Women’s Rights Movement, 1950’s culture, 1960’s counterculture, baby boom, American Indian Movement, Environmental Movements** |
| **Grade 11** |
| Score 4.0 | **In addition to Score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught** | Create a campaign to bring about equality for a marginalized group in today’s society |
| Score 3.0 | **The student will be able to:*** Trace the economic and social changes associated with the transition from the wartime military economy to the post-war consumer based economy.
* Evaluate the methods used and the outcome of those methods on achieving equality for African Americans.
* Compare and contrast the efforts to achieve rights for women and other minority groups with the experiences of the Civil Rights Movement.
* Identify issues which surfaced in the post-war world that commanded a need for political, economic and social change.
 | Evaluate political cartoons related to Civil Rights, Women’s Rights, Environmental MovementsPrimary Source Analysis of Dr. Martin Luther King Jr.’s *I have a Dream Speech*, Selma to Montgomery Speech, Literacy Tests, protest musicCreate a Socratic seminar based upon essential questions |
| Score 2.0 | The students will be able to identify vocabulary, concepts, people, places and events related to post-war social changes.Can complete the following:* Identify the changes brought about by consumerism in post-WWII America.
* Generalize the role of government involvement in the consumer based economy.
* Describe how the Civil Rights Movement impacted the lives of African Americans.
* Identify key people, places and events associated with the Civil Rights Movement.
* Identify and describe the key people, issues and events of the women's rights movement.
* List efforts made by other minority groups to achieve equality.
* Describe the key parts of the Great Society and efforts made by government to improve life for all Americans.
* List ways in which government and the people united to bring improvements to the environment and to daily life.
 | Vocabulary Tests/QuizzesGraphic Organizer and Charts/ Graphs and MapsOrganize/represent/interpret data from the Post-War social changes in the United States |
| Score 1.0 | **With help, partial success at score 2.0 content and score 3.0 content** | Describes main ideas without detail |
| Score 0.0 | **Even with help, no success** |  |