

Unit 12: US II - JFK/LBJ

Content Area: **Social Studies**
Course(s): **US History 2**
Time Period: **Semester 2**
Length: **3 weeks**
Status: **Published**

Unit Introduction

Standards

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| 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.13.a | Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans. |
| SOC.6.1.12.D.13.b | Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies. |
| SOC.6.1.12.D.13.e | Explain why the Peace Corps was created and how its role has evolved over time. |

L.A. Standards For History, Soc. St., Science & Technical Subjects

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| 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.11-12.3 | Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| LA.RH.11-12.4 | 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.11-12.7 | 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 |

LA.RH.11-12.10

understanding of an idea or event, noting discrepancies among sources.

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Essential Questions

Trace significant events in Cuba from 1959-1962

Describe the anti- communist outlook of JFK

Trace events in Southeast Asia from 1954-1962

Describe U.S. involvement in Vietnam 1964-1975

List and explain other salient foreign policy episodes during this period

Discuss the impact the war had on domestic politics and society from 1964-1976

Demonstrate geographic knowledge associated with Vietnam

Goals/Objectives

- Analyze historical events relative to the modern world
- Analyze social, political, and cultural change
- Apply problem-solving to develop solutions
- Evaluate communication of information for soundness of evidence and potential bias
- Evaluate concepts and themes through historical periods
- Examine source data to test credibility and evaluate bias
- Formulate questions from multiple perspectives, using multiple sources
- Reconcile primary and secondary source information

Content

United States History Accelerated Textbook: America Pathways to the Present

List the goals and achievements associated with the New Frontier and the Great Society

Discuss the significance of the Warren Court decisions of the 1960's

Describe the important social and cultural aspects of the 1960's

Delineate aspects of LBJ's war on poverty

Identify and explain important government civil rights initiatives

Skills

- Analyze charts, tables, and political cartoons
- Compare and contrast
- Critical thinking
- Data Analysis
- Distinguish facts from opinions
- Identify main ideas and details
- Media literacy
- Reading for content mastery
- Supporting positions
- Understand political, economic, and physical maps