

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the US History Social Studies Course.

US History - Unit 10 – Modern US History	
Elaborated Unit Focus	<p>Students will examine the modern history of the United States through the events and actions that defined modern Presidents. Students analyze how tensions during the Cold War were reduced and ultimately ended. Topics of study in this unit also include major domestic changes that occurred related to the environment and women's rights. Political topics include the Watergate scandal and Iran Hostage Crisis. Other topics emphasized in this unit include an investigation of how the nation changed economically and survived the 9/11 attacks and the War on Terrorism before the historic election of Barack Obama in 2008.</p>
Connection to Connecting Theme/Enduing Understandings	<p>Beliefs and Ideals</p> <ul style="list-style-type: none"> • Ronald Reagan's New Conservatism <p>Conflict and Change</p> <ul style="list-style-type: none"> • Iran Hostage Crisis • Persian Gulf War • September 11, 2001 <p>Individuals, Groups, and Institutions</p> <ul style="list-style-type: none"> • National Organization of Women • Nixon's Resignation and Pardon • Gerald Ford • Jimmy Carter • Ronald Reagan • Impeachment of Bill Clinton • Barack Obama <p>Production, Distribution, and Consumption</p> <ul style="list-style-type: none"> • Reaganomics • Rise of Personal Computer, Internet, and Social Media
GSE for Social Studies (standards and elements)	<p>SSUSH22 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Nixon, Ford, and Carter administrations.</p> <ol style="list-style-type: none"> a. Analyze the international policies and actions taken as a response to the Cold War including the opening of and establishment of diplomatic relations with China, the end of U.S. involvement in Vietnam, the War Powers Act, the Camp David Accords, and Carter's response to the 1979 Iranian Revolution and hostage crisis. b. Connect major domestic issues to their social effects including the creation of the Environmental Protection Agency, the emergence of the National Organization for Women, Nixon's resignation due to the Watergate scandal, and his pardon by Ford.

	<p>SSUSH23 Assess the political, economic, and technological changes during the Reagan, George H.W. Bush, Clinton, George W. Bush, and Obama administrations.</p> <ul style="list-style-type: none"> a. Analyze challenges faced by recent presidents including the collapse of the Soviet Union, Clinton’s impeachment, the attacks of September 11, 2001, and the war against terrorism. b. Examine economic policies of recent presidents including Reaganomics. c. Examine the influence of technological changes on society including the personal computer, the Internet, and social media. d. Examine the historic nature of the presidential election of 2008.
<p>Connection to Literacy Standards for Social Studies (reading and/or writing)</p>	<p>L11-12WHST1-Write arguments focused on discipline-specific content.</p> <p>L11-12WHST2- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>L11-12WHST4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L11-12WST6- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>L11-12WHST7- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>L11-12WHST8- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>L11-12RHSS1- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>L11-12RHSS2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>L11-12RHSS3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>L11-12RHSS4- 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).</p> <p>L11-12RHSS6- Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>L11-12RHSS7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>

<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>INFORMATION PROCESSING SKILLS:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences 2. Organize items chronologically 3. Identify issues and/or problems and alternative solutions 4. Distinguish between fact and opinion 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 7. Interpret timelines, charts, and tables 8. Identify social studies reference resources to use for a specific purpose 9. Construct charts and tables 10. Analyze artifacts 11. Draw conclusions and make generalizations 14. Formulate appropriate research questions 15. Determine adequacy and/or relevancy of information 16. Check for consistency of information 17. Interpret political cartoons <p>MAP AND GLOBE SKILLS:</p> <ol style="list-style-type: none"> 7. Use a map to explain impact of geography on historical and current events 8. Draw conclusions and make generalizations based on information from maps 11. Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations
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Essential Questions and Related Supporting/Guiding Questions

<p>Enduring Understanding 1 (Beliefs and Ideals)</p>	<p>How did the rise of conservatism in the United States during the 1980s influence the nation's social, political, and economic decisions?</p> <ul style="list-style-type: none"> a. How did conservatism influence the implementation of Reaganomics? b. How did the conservative movement in the United States influence political decisions? c. How did the conservative movement in the United States influence social change?
<p>Enduring Understanding 2 (Conflict and Change)</p>	<p>How did the conflicts of the modern era in the United States result in political, international, and social change?</p> <ul style="list-style-type: none"> a. How did the Iran Hostage Crisis influence change? b. How did the Persian Gulf War influence change? c. How did the September 11, 2001 attacks influence change?
<p>Enduring Understanding 3 (Individuals, Groups, and Institutions)</p>	<p>How did the actions of individuals, groups, and institutions during the United States' modern era affect society?</p> <ul style="list-style-type: none"> a. How did the efforts of the National Organization of Women affect society? b. How did Richard Nixon's actions affect society? c. How did Gerald Ford's actions affect society? d. How did Jimmy Carter's actions affect society? e. How did Ronald Reagan's actions affect society? f. How did George H.W. Bush's actions affect society? g. How did Bill Clinton's actions affect society? h. How did George W. Bush's actions affect society? i. How did Barack Obama's actions affect society?
<p>Enduring Understanding 4 (Production, Distribution, and Consumption)</p>	<p>How has the production, distribution, and consumption of products and technology in the modern United States been affected by the location, customs, beliefs, and laws of society?</p> <ul style="list-style-type: none"> a. How did Reaganomics affect production, distribution, & consumption of products and technology in the US? b. How has the rise of personal computing and the Internet affected production, distribution, & consumption? c. How has the rise of social media affected production, distribution, and consumption?

Sample Instructional Activities/Assessments

Iran Hostage Crisis

Students will examine the Iran Hostage Crisis using primary sources. All of the information and resources can be found here: <http://www.umbc.edu/che/tahlessons/lessondisplay.php?lesson=70> . Once you’ve reached the page, click “Teaching Procedures” for a full explanation of class procedures. Click “Resources” for the student response sheet and primary sources.

GSE Standards and Elements	<p>SSUSH22 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Nixon, Ford, and Carter administrations.</p> <p style="margin-left: 20px;">a. Analyze the international policies and actions taken as a response to the Cold War including the opening of and establishment of diplomatic relations with China, the end of U.S. involvement in Vietnam, the War Powers Act, the Camp David Accords, and Carter’s response to the 1979 Iranian Revolution and hostage crisis.</p>
Literacy Standards	<p>L11-12WHST1- Write arguments focused on discipline-specific content.</p> <p>L11-12RHSS1- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>L11-12RHSS7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
Social Studies Matrices	<p>INFORMATION PROCESSING SKILLS:</p> <p>3. Identify Issues and/or problems and alternative solutions</p> <p>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>11. Draw conclusions and make generalizations</p>
Enduring Understanding(s)	<p>Conflict and Change</p>

NOW: National Organization for Women

Each groups of three students will create a brochure highlighting information about NOW. The purpose of the brochure is to create a traditional bi-fold or tri-fold brochure with the following information:

1. Name of the organization
2. NOW's logo and motto
3. History of NOW- with the information about the original Statement of Purpose
4. Founders of NOW – you don't have to write all of them – pick 3 or 4
5. Purpose/ Priority issues of NOW
6. How does NOW work? How does the organization work to achieve its goals?
7. How do you join NOW?
8. Successes of NOW – what have they achieved as an organization?

Remember brochures must be eye catching and well organized for them to be successful in translating information about the organization. Everyone must participate in the creation of the brochure to receive a grade. Your brochure may be handmade or created with the aid of the computer. No brochure that is copied and pasted will receive credit. Write in your own words!

The National Organization of Women website will provide you with all of the information you need to complete this assignment. www.now.org

Watergate Cartoons

Students will use the political cartoons of Herb Block of the *Washington Post* newspaper to learn more about the Watergate scandal. Students will choose from a series of cartoons and use the National Archives’ Cartoon Analysis sheet to record their learning. The Web addresses are listed below along with an extension activity.

GSE Standards and Elements	<p>SSUSH22 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Nixon, Ford, and Carter administrations.</p> <p>b. Connect major domestic issues to their social effects including the creation of the Environmental Protection Agency, the emergence of the National Organization for Women, Nixon’s resignation due to the Watergate scandal, and his pardon by Ford.</p>
Literacy Standards	<p>L11-12RHSS2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>L11-12RHSS4- 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).</p>
Social Studies Matrices	<p>INFORMATION PROCESSING SKILLS:</p> <p>3. Identify Issues and/or problems and alternative solutions</p> <p>4. Distinguish between fact and opinion</p> <p>6. Identify and use primary and secondary sources</p> <p>9. Construct charts and tables</p> <p>11. Draw conclusions and make generalizations</p> <p>17. Interpret political cartoons</p>
Enduring Understanding(s)	<p>Conflict and Change</p>

Watergate Cartoon Assignment

Directions: Using the *Washington Post* website, choose three cartoons by Herb Block. These cartoons can be accessed here: <http://www.washingtonpost.com/wp-srv/politics/special/watergate/cartoon.html> .

Choose three of the cartoons and complete a Cartoon Analysis for each. The Cartoon Analysis sheet can be found here: https://www.archives.gov/files/education/lessons/worksheets/cartoon_analysis_worksheet.pdf

Extension: Have students create their own political cartoon about a current event.

Gerald Ford Timeline and Questions

Students will examine how Gerald Ford became President and his decision to pardon Richard Nixon through a series of primary sources. Students will construct a timeline of events and then summarize their learning through writing. The student handout and links to the primary sources are listed below.

<p>GSE Standards and Elements</p>	<p>SSUSH22 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Nixon, Ford, and Carter administrations.</p> <p>b. Connect major domestic issues to their social effects including the creation of the Environmental Protection Agency, the emergence of the National Organization for Women, Nixon’s resignation due to the Watergate scandal, and his pardon by Ford.</p>
<p>Literacy Standards</p>	<p>L11-12WHST1- Write arguments focused on discipline-specific content.</p> <p>L11-12RHSS1- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>L11-12RHSS2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>L11-12RHSS3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>
<p>Social Studies Matrices</p>	<p>INFORMATION PROCESSING SKILLS:</p> <ol style="list-style-type: none"> 2. Organize items chronologically 3. Identify Issues and/or problems and alternative solutions 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 11. Draw conclusions and make generalizations
<p>Enduring Understanding(s)</p>	<p>Conflict and Change</p>

How did Gerald Ford Become the President of the United States?

Part 1 – Timeline Construction

Directions: Using the primary sources on the websites below, create a timeline that details Gerald Ford’s progression from Minority Leader in the House of Representatives to Vice President and then to President of the United States.

Your timeline should include the following information:

- What happened to Nixon’s first vice president?
- How did Gerald Ford become vice president?
- How did Gerald Ford become president?
- How did Gerald Ford decide to handle Nixon after his resignation?

Web Resources:

Document 1 - Twenty-Fifth Amendment to the Constitution:

<http://www.annenbergclassroom.org/page/twenty-fifth-amendment>

Document 2 - Letters between Nixon and Agnew about Agnew Resignation:

<http://www.presidency.ucsb.edu/ws/?pid=3997>

Document 3 - Ford’s Nomination as Vice President:

https://www.fordlibrarymuseum.gov/library/document/25thamend/19731012_nixonnomannoun.pdf

OR

https://www.fordlibrarymuseum.gov/library/document/25thamend/19731012_fordonhisnom.pdf

Document 4 - Vote on Ford’s Nomination as Vice President:

<https://www.govtrack.us/congress/votes/93-1973/s499>

Document 5 - Nixon’s Resignation Letter: <https://catalog.archives.gov/id/302035>

Document 6 - Ford Sworn in As President:

https://en.wikipedia.org/wiki/Inauguration_of_Gerald_Ford#/media/File:Ford_sworn-in.jpg

Document 7 - Ford Pardons Nixon: <http://www.presidency.ucsb.edu/ws/?pid=4696>

Part 2 - Culminating Activity

Once you have constructed your timeline, answer the following questions in one paragraph using the primary sources as your evidence.

How did the Twenty-Fifth Amendment to the Constitution impact this situation? Why did the amendment make Ford's position particularly difficult?

Was Gerald Ford the right man for the job of Vice President and then President? In your opinion, did Gerald Ford make the right decision when he decided to pardon Richard Nixon? Support your opinion with evidence.

Persian Gulf Situation Room Activity – Teacher Instructions

In this simulation, students imagine they are in the Situation Room as President George H.W. Bush and his team decided how to best deal with Iraq before, during, and after the Persian Gulf War.

Teacher Instructions:

1. Divide students into groups of 4. Give each group a manila folder to organize their work as they will accumulate quite a bit of paperwork during this simulation.

Students will play the following roles within their groups:

- President George H.W. Bush – As the President and Commander-in-Chief, you are in charge. Although you should listen to your advisors, the final decision on any matter is yours.
- Secretary of State – You are in charge of the US Department of State and responsible for the American relationships with other countries. You will receive all foreign intelligence and read it to the President and the rest of the group.
- National Security Advisor – You are the President’s assistant for National Security Affairs. Your job is to advise the President on all issues of National Security.
- Special Assistant to the President – You are the President’s closest advisor. Your job is to participate in the group’s discussion and then record the responses.

Inform the group that they will be acting as President George H.W. Bush and the National Security Council in the Situation Room before and during the Persian Gulf War. Explain that the Situation Room is a secure location in the White House in which the President and his staff can monitor and handle crises that occur domestically and internationally. The room has secure communication and advanced equipment, which allow the President to maintain, command, and control the American forces all over the world.

2. Give each group Card #1. Allow them 5 - 10 minutes to read the card and answer the questions that follow.

3. Give each group Card #2 and project this map on the Smartboard:

http://www.energybulletin.net/image/uploads/map01_1024.jpg

With this information, the real President Bush placed the US naval fleet in the Persian Gulf on high alert. Once Iraq threatened Kuwait, the President sent aerial refueling planes and combat ships to the Persian Gulf.

Don’t give the groups more than a few minutes to read the second card – stop them before they’ve had a chance to reach a decision. Tell them they are urgently needed in the Situation Room where you show them this: <https://www.youtube.com/watch?v=Oybdr9rzMKM>

4. Hand out Card #3 and play this report: <http://abcnews.go.com/Archives/video/aug-1990-iraq-invades-kuwait-10538901>

Allow the students to discuss how to proceed in their groups. Give them 5 – 10 minutes to do this. In real life, the Bush administration publicly pursued peace but made plans for war behind the scenes.

5. Hand out Card #4. Allow the students 5 – 10 minutes to discuss next steps. Circulate as they work, helping them to understand the steps the Bush administration took and why the Bush administration felt further action was justified.

6. Hand out Card #5 and show the students this video: https://www.youtube.com/watch?v=bhrtL_XVv3s Play only the first 1:09, then allow the students to answer the question on the card.

After about 5 minutes, give the students access to this map: <http://media.web.britannica.com/eb-media/83/64883-004-95FF8217.gif>

7. Hand out Card #6 and give the students a few minutes to work out how to conclude the war.

The following sources were used to create this assignment:

The Original Idea was based on this site: <https://situationroom.archives.gov/register>

Information was pulled from the following sites:

Persian Gulf War Timelines: <http://www.pbs.org/wgbh/pages/frontline/gulf/cron/>

https://en.wikipedia.org/wiki/Timeline_of_the_Gulf_War

Bush's Response: <http://www.presidentprofiles.com/Kennedy-Bush/George-Bush-The-persian-gulf-war.html>

https://en.wikipedia.org/wiki/Iran%E2%80%93Iraq_War

Persian Gulf Situation Room Activity – Student Instructions

The Scenario: In this simulation, you will be acting as President George H.W. Bush and the National Security Council in the Situation Room before, during, and after the Persian Gulf War. Your job is to analyze the information available to the President and his advisors and attempt to make the best decisions for the most favorable outcome for the United States and our Allies.

The Situation Room is a secure location in the White House in which the President and his staff can monitor and handle crises that occur domestically and internationally. The room allows for secure communication and contains advanced equipment that allows the President to maintain command and control of the American forces all over the world.

Directions: You will complete this simulation in groups of four. At each stage of the simulation, your teacher will be providing the group with information you should use in your decision making process.

Group Roles:

Once you are in your group, each member of the group should assume one of the roles below for the remainder of the simulation.

Role 1 - President George H.W. Bush – As the President and Commander-in-Chief, you are in charge. Although you should listen to your advisors, the final decision on any matter is yours.

Role 2 - Secretary of State James Baker – You are in charge of the US Department of State and responsible for American relationships with other countries. You will receive all foreign intelligence and read it to the President and the rest of the group.

Role 3 - National Security Advisor Brent Scowcroft – You are the President’s assistant for National Security Affairs. Your job is to advise the President on all issues of National Security.

Role 4 - Special Assistant to the President – You are the President’s closest advisor. Personally, you are closest to the President. Your job is to participate in the group’s discussion and then record the responses.

Card #1 – Background

- **July 16, 1979** – Saddam Hussein becomes President of Iraq. Hussein consolidated his power by ordering a purge of the Ba'ath Party. Being part of the Sunni minority in Iraq, Hussein favored the 30% of the population that was Sunni.
- **December 29, 1979** – Iraq was added to the US list of State Sponsors of Terrorism due to their support for Arab and Palestinian militant groups.
- **1980** – Iraq invades Iran. The conflict began because of a long series of border disputes, Iraqi concerns that the Iranian Revolution would stimulate unrest amongst the Shi'ite majority in Iraq, and Iraq's desire to become the dominant nation in the Middle East. The US remained officially neutral although it provided some support to Iraq.
- **March 1982** – The US removed Iraq from the list of State Sponsors of Terrorism in an effort to try to keep them from surrendering to Iran and upsetting the balance of power in the Middle East. The US did this despite evidence of the regime's anti-Israel beliefs, the development of chemical, biological, and possibly nuclear weapons, and evidence that some of those weapons were being used on the Kurdish minority in Iraq.
- **August 1988** – Iraq and Iran sign a cease-fire to end the war. Iraq ends the war deeply in debt to several nations. The largest amounts were owed to Saudi Arabia and Kuwait, both of whom refused to forgive the debt. Iraq was faced with figuring out how to repay the debt.



Source: https://upload.wikimedia.org/wikipedia/commons/7/72/Map_of_Middle_East.png

Card #1 Response Sheet

What problems does your group identify in this situation?

What do you think Iraq may do next? Is there any way to stop them? Is there any way to aid them to try and influence their thinking?

What are President Bush's orders in this situation?

Card #2 – Intelligence about Iraq’s Interest in Kuwait

Summer 1990

The President is advised of the following:

- There is a dispute brewing between Iraq and Kuwait. Iraq believes that Kuwait is rightfully theirs, citing a map dating from the Ottoman Empire and rejecting the current border between the two nations, drawn by the British in 1922.
- Iraq accuses Kuwait of exceeding OPEC (Organization for Petroleum Exporting Countries) quotas for oil production, causing the price of oil to drop.
- Iraq’s relationship with its neighbors, including Kuwait, Saudi Arabia, and Egypt continue to deteriorate.
- The CIA reports that 30,000 Iraqi troops have been moved to the Iraq-Kuwait border.
- At a meeting of the Arab League, Saddam Hussein openly threatened to invade Kuwait and claimed that the US was partially at fault.
- Egyptian President Hosni Mubarak mediated the dispute on July 31, 1990 and believed that a peaceful outcome was obtained. US Ambassador April Glaspie also met with Saddam Hussein and believed a settlement could be reached. Neither believe war is imminent.

What are the President’s major concerns about this situation?

What are the President’s orders in this situation? How should the US respond?

Card #3 – Iraq invades Kuwait

Directions: Watch the report from ABC News. Use the details from the report to complete the chart below. Pay close attention – you will discuss this information with the rest of the Council and determine how to proceed.

What Problems is the US Facing?	What options are available to the President in dealing with the situation?

What is your group’s plan? What policy will you pursue in public? Will you pursue/prepare for a different policy in private?

Card #4 – August 1990 – early January 1991

- **August 6, 1990** – The United Nations placed economic sanctions on Iraq. It prevented trade with Iraq or Kuwait, including any product that had originated in either country, as well as blocking the sale of weapons or transfers of money. A blockade was approved a few days later.
- **August 6, 1990**- King Fahd of Saudi Arabia met with Secretary of Defense Dick Cheney and asked for US military assistance.
- **August 7, 1990** – The Bush administration announces the commencement of Operation Desert Shield, a mission to prepare American troops to participate in military operations in the Middle East. General H. Norman Schwarzkopf is named the commander. The United States will use Saudi Arabia as the base of operations.
- **Late Summer - Fall 1990**- President Bush works the phones throughout the fall and is able to gain the support of the UN Security Council and numerous Allies, including Britain and France. President Bush secured limited support from the USSR, Japan, and Germany.
- **Later Summer - Fall 1990**- Plans are underway for a possible military campaign. The first US fighter planes arrive in Saudi Arabia on August 8. Plans are also underway for an air campaign and a ground offensive.
- **October 31, 1990** – President Bush decides to double US forces in Saudi Arabia. The public doesn't know about this decision until November 8.
- **November 29, 1990** – The UN Security Council authorizes “all means necessary” to get Iraq out of Kuwait.
- **January 9, 1991** – Secretary of State James Baker meets with an Iraqi official to try and negotiate a peaceful solution. No agreement is reached.
- **January 12, 1991** – The US Congress authorizes the use of force.
- **January 15, 1991** – UN deadline for Iraqi withdrawal. No such withdrawal occurs.

Based on all of the information available to you. What is your next course of action? Why do you believe these actions are justified (give specific examples!)?

Card #5 – January 17, 1991

Now that the military air campaign has begun, what are your goals in this war?

Iraq responds to the air campaign by firing Scud missiles with conventional warheads at Israel and trying to set conditions for their withdrawal from Kuwait in an attempt to weaken Arab support for this war. This attempt failed.

What are your next steps? (Circle all that your group chooses.)

Return to Diplomacy

Continue Air Campaign

Begin Ground Campaign

What is your timeline to complete the war? What steps must be completed before the war can end?

Study the map. How long do you think the United States Coalition forces would need to end the war?

Card #6 – The End of the War

- The military air campaign continued for over a month.
- On February 22, President Bush gave the Iraqis an ultimatum: withdraw from Kuwait or face invasion. Iraq responds by setting Kuwait's oil fields on fire.
- The land invasion began on February 23 and was over in 100 hours.
- President George H.W. Bush declared Iraq defeated and Kuwait liberated and the war ended on February 28 at 8 a.m.

Things to consider as the war came to an end:

- Kuwait's oil fields were still burning.
- Iraq agreed to abide by UN resolutions, including allowing inspectors into the country to look for signs of the manufacture of chemical, biological, and nuclear weapons.
- Saddam Hussein remained in power and most of the Iraq military was intact.
- Kuwait was liberated.
- The Coalition wasn't willing to support objectives other than liberating Kuwait.
- What role should the US take in ensuring Iraq's stability and the balance of power in the Middle East?

Consider everything you've learned in the Situation Room including the background of this conflict, how it was conducted, and the maps. What are the most significant issues that must be worked out to end the war?

What potential problems do you see in the future?

Name _____

The Impeachment of Bill Clinton

During today's class, you will work in teams to discuss if Bill Clinton's impeachment was justified. Your goals for today should include looking at all the issues, seeing both sides, and finding common ground.

QUESTION

Was Bill Clinton's impeachment justified?

Team A will argue that Bill Clinton's impeachment was justified.

Team B will argue that Bill Clinton's impeachment was not justified.

EVIDENCE

As you develop your arguments, use as many of the possible sources of evidence as you can from the websites listed below and other resources provided in class.

<http://famous-trials.com/Clinton>

<http://www.historyplace.com/unitedstates/impeachments/clinton.htm>

PROCEDURE

- 30 minutes** With your teammate, read the website and information provided. Find Five pieces of evidence which support your side.
- 10 minutes** Team A presents. **BOTH PARTNERS MUST PRESENT!!!**
Team B writes down Team A's arguments and then repeats them back to Team A.
- 10 minutes** Team B presents. **BOTH PARTNERS MUST PRESENT!!!**
Team A writes down Team B's arguments and then repeats them back to Team B.
- 10 minutes** Everyone **CAN ABANDON** their positions. Group of 4 attempts to develop a Consensus.

ORGANIZING THE EVIDENCE

Use this space to write your main points and the main points made by the other side.

Bill Clinton’s Impeachment was justified: List the 5 main points/evidence that support this side.

1.

2.

3.

4.

5.

Bill Clinton’s Impeachment was NOT justified: List the 5 main points/evidence that support this side.

1.

2.

3.

4.

5.

Coming to Consensus

Starting now, you may abandon your assigned position and argue for either side.

Use the space below to outline your group’s decision. Your decision should address evidence and arguments from both sides.

Stories of 9/11

In this lesson, students will access a variety of options to examine the events of 9/11. Students should begin by taking a look at the timeline of events on September 11, 2001. Student directions and a writing prompt appear below. Next, offer students a choice of activities from the 9/11 Memorial and Museum. Have students complete one of the activities (or more at the teacher’s discretion). The handout below includes the three sample activities, but teachers may use any of the activities they choose from here: <https://www.911memorial.org/lesson-plans-9-12>

<p>GSE Standards and Elements</p>	<p>SSUSH23 Assess the political, economic, and technological changes during the Reagan, George H.W. Bush, Clinton, George W. Bush, and Obama administrations.</p> <p>a. Analyze challenges faced by recent presidents including the collapse of the Soviet Union, Clinton’s impeachment, the attacks of September 11, 2001, and the war against terrorism.</p>
<p>Literacy Standards</p>	<p>L11-12RHSS1- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>L11-12RHSS2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<p>Social Studies Matrices</p>	<p>INFORMATION PROCESSING SKILLS:</p> <p>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use of primary and secondary sources</p> <p>10. Analyze Artifacts</p> <p>11. Draw conclusions and make generalizations</p>
<p>Enduring Understanding(s)</p>	<p>Conflict and Change</p>

Name _____

Stories of 9/11

Procedure:

1. Review the interactive timeline of 9/11 at the following site:

(<http://timeline.national911memorial.org/>)

Write a one paragraph summary of the information you learn from the timeline.

2. Choose one of the assignments below and complete the questions found in the link.

Assignment 1 - An Unusual Survivors Story:

http://www.911memorial.org/sites/all/files/III_An%20Unusual%20Survivor%20Story_0.pdf

Look at the photographs and stories found in Appendix A and Appendix B. Then answer the questions found in #4 under Instructional Activity/Procedures.

Assignment 2 - Final Run of Ladder Three:

http://www.911memorial.org/sites/all/files/TheFinalRunofLadder3_0.pdf

Look at the photographs and stories found in Appendix A and Appendix B. Then answer the questions found in #3 under Instructional Activity/Procedures.

Assignment 3 - Stairwell on Vesey Street:

http://www.911memorial.org/sites/all/files/VI_Staircase%20of%20Vesey%20Street.pdf

Look at the stories found in Appendix A and Appendix B. Then answer the questions found in #6 under Instructional Activity/Procedures.

R. A. F. T. Writing Assignment

Directions: Choose one box from each column below. Use the role, audience, format, and topic you have selected to create a 200-word product based on what you have learned about the events of 9/11. This assignment will be done in class and is worth 25 points. Please make sure all writing products have school appropriate subjects and language.

ROLE	AUDIENCE	FORMAT	TOPIC
New York Police Officer or Firefighter	President George W. Bush	Letter to a family member of a victim	The events in New York on 9/11
Employee at the World Trade Center or Pentagon	Average American	How-To Guide	The events in Washington, D.C. on 9/11
President George W. Bush	Victims' Families	Three minute speech	The events in Pennsylvania on 9/11
Airplane Passenger	Police, fire, or military recruit	Song	The role of first responders on 9/11
Family Member of someone involved in 9/11	Pilot or Flight Attendant	Deployment Letter	The role of rescue and recovery workers after 9/11
Television News Reporter	Future Airplane Passengers	Diary	Coping with the loss of a loved one
Airplane	Young Children	Poem	Changes in Airline Safety since 9/11
American Soldier	Leader of a foreign country	Advice column	War on Terrorism
Average American	Someone considering joining a terrorist organization	Employee Manual for Someone working at the new One World Trade Center building	New Laws
Fire Engine	Newspaper Editor	Training manual for a police officer, firefighter, pilot, or flight attendant	Remembering the Victims and the events of 9/11

US History Frameworks for the Georgia Standards of Excellence in Social Studies

Criteria	5	4	3	2	1	0
Audience: How well did you acknowledge the group or person the writing was intended for?	Not only addresses all assigned topics, but also incorporates persuasive language & techniques throughout. Demonstrates a thorough understanding of the audience.	Addressed all topics, & incorporates some persuasive language & techniques. Demonstrates an understanding of the audience.	Addressed 75% of the topics, & made some attempts at incorporating persuasive lang. or techniques; Demonstrates a superficial understanding of the audience.	Addressed 50% of the topics, & made little or no attempt at using persuasive language or techniques; Failed to demonstrate an understanding of the audience.	Addressed less than 25% of the assigned topics, but made little attempt at using persuasive language or techniques; Failed to demonstrate an understanding of the audience.	No evidence provided and receives no credit.
Format: How well did the writing take the shape of what was originally expected?	Not only addresses all assigned topics, but also incorporates persuasive language & techniques throughout. Demonstrates a thorough understanding of the format.	Addressed all topics, & incorporates some persuasive language & techniques. Demonstrates an understanding of the format.	Addressed 75% of the topics, & made some attempts at incorporating persuasive lang. or techniques; Demonstrates a superficial understanding of the format.	Addressed 50% of the topics, & made little or no attempt at using persuasive language or techniques; Failed to demonstrate an understanding of the format.	Addressed less than 25% of the assigned topics, but made little attempt at using persuasive language or techniques; Failed to demonstrate an understanding of the format.	No evidence provided and receives no credit.
Topic: How well did you prove you've learned the content expected by the assignment?	Not only addresses all assigned topics, but also in-corporates persuasive language & techniques throughout. Demonstrates a thorough understanding of the topic.	Addressed all topics, & incorporates some persuasive language & techniques. Demonstrates an understanding of the topic.	Addressed 75% of the topics, & made some attempts at incorporating persuasive lang. or techniques; Demonstrates a superficial understanding of the topic.	Addressed 50% of the topics, & made little or no attempt at using persuasive language or techniques; Failed to demonstrate an understanding of the topic.	Addressed less than 25% of the assigned topics, but made little attempt at using persuasive language or techniques; Failed to demonstrate an understanding of the topic.	No evidence provided and receives no credit.
Grammar and Mechanics	Free of errors in grammar & spelling	2 to 3 minor errors; 1 major error (comma-splice, run-on, fragment)	No more than 5 minor errors; 2 major errors (comma-splice, run-on, frag)	No more than 7 minor errors; 3 major errors (comma-splice, run-on, frag)	No more than 9 minor errors; 4 or more major errors (comma-splice, run-on, fragment)	

_____ / 25 points

Ronald Reagan Election Commercials

Scenario: Ronald Reagan is running for a third term as President in 1988. (We know the 22nd Amendment forbids this, so this is entirely fictional!) Your group will create a campaign commercial for the 1988 Presidential election.

Assignment: Your group may choose to make a commercial supporting Ronald Reagan’s fictional campaign for a third term as President or you may make an attack style ad urging people to vote against him.

Your group must make a commercial 30-seconds in length. Information covered in your commercial should discuss Reagan’s performance as President over the last 8 years. Your commercial should also include appropriate images, words, and music. Please see the rubric below for more information about what needs to be in your commercial.

Use examples from YouTube to get an idea of some commercials candidates used in the 1980 and 1984 elections.

1988 Presidential Election Commercial

Group Member Names:

	10 points	7 points	4 points	1 point	Total
Appropriate Format	Election Campaign Commercial			Correct Format Not Used	
Appropriate Length	Commercials must be a minimum of 30 seconds.	Commercial is 20 – 29 seconds.	Commercial is 10 – 19 seconds.	Commercial is under 10 seconds.	
Required Elements	Commercial references a minimum of 3 specific examples of why voters should or should not vote for Ronald Reagan.	Commercial references 2 specific examples of why voters should or should not vote for Ronald Reagan.	Commercial references 1 specific example of why voters should or should not vote for Ronald Reagan.	No specific examples of why voters should or should not vote for Ronald Reagan are present.	x2
Product:	Product is of top quality and is interesting and eye catching for the audience. Words, images, and music are appropriate and add to the overall argument.	Product is fair and is somewhat interesting and eye catching for the audience. Words, images, and music are mostly appropriate and add to the overall argument.	Product is marginal and not very interesting or eye catching for the audience. Words, images, and music don’t add much to the overall argument.	Product reflects minimal effort and is not interesting. Words, images, and music are inappropriate or irrelevant to the overall argument.	x2
Class Time:	1. Uses time in class to work. Stays on task.	1. Mostly uses time in class to work. Veers off task occasionally.	1. Has trouble using time in class to work. Sometimes off task.	1. Does not use class time wisely. Mostly off task.	
					70 points

Part 2 – History of the Cell Phone

Directions: Using the following website,

<http://content.time.com/time/photogallery/0,29307,1636836,00.html> , answer the questions about the history of the computer.

Questions:

6. What was early radio telephone technology used for in the 1920s and 1940s?

7. Look at slide 5. Who invented the modern cell phones?

8. Look at photos 4, 5, and 6. What did these cell phones and 1970s and 1980s look like. What functions could they perform?

9. Continue to look at the photos and read the captions. How does the appearance of cell phones change? What functions can they now perform?

10. What technology changed the use and function of a cell phone? What functions can modern cell phones perform?

Part 3 – Internet and Social Media Survey

Directions: Think about you and your home and answer the following survey:

1. How many of each of the following devices do you have in your home?

- _____ Desktop Computer
- _____ Laptop Computer
- _____ Tablets (iPad, Surface, Kindle Fire, etc.)
- _____ Cell Phones

2. Of the above, how many devices connect to the Internet?

3. Check any of the following Social Media Platforms you use.

- | | | |
|----------------|-----------------|-----------------|
| _____ Snapchat | _____ Twitter | _____ YouTube |
| _____ Facebook | _____ Instagram | _____ Pinterest |

Any other Social Media platforms you use daily?

4. What is your preferred device?

5. Name the top five things you use your preferred device and the Internet for?

6. How would you do these things without a device and the Internet?

Name _____
Election of Barack Obama

Part 1 – 2004 Democratic National Convention

Directions: Answer the questions using this video:

<https://www.youtube.com/watch?v=OFPwDe22CoY> .

1. What was the significance Barack Obama’s 2004 Democratic National Convention Speech?
2. How did Barack Obama use this speech?
3. What about Obama’s speech delivery was effective?
4. What was the impact of this speech on Obama’s future career?

Part 2 –How the Internet and Social Media Changed American Politics

Directions: Read the following article and answer the questions.

Article Link: <https://www.theguardian.com/technology/2008/nov/07/barackobama-uselections2008>

5. What were two key factors in Barack Obama’s victory in the 2008 Election?
6. What were the two key Internet sites used to connect to voters in 2008?
7. In addition to getting voters, what else can social media be used for in an election?
8. What is the cost of advertising online vs. television?

9. How is YouTube useful?

10. Compare and contrast Barack Obama’s use of Facebook compared to his opponent, John McCain’s. Why was Obama more effective? What type of voter did he attract?

11. Using the statistics in the article, complete the chart below to compare Obama and McCain’s supporters/followers on social media in 2008 (and keep in mind that Twitter was brand new!).

	Barack Obama	John McCain
Facebook		
Twitter		
YouTube		

12. How did the Obama campaign make use of voters’ smartphones (again, a relatively new technology in 2008)?

Part 3 – Obama Victory Speech

Directions: Listen to the following excerpt from President Obama’s Victory Speech on November 4, 2008 and answer the question. The excerpt can be found here:

<https://www.youtube.com/watch?v=V6cMaIUa4KE>

13. Listen to President Obama’s speech and considering everything you have learned in this course, how did the changes over time in the United States allow Barack Obama to be elected President? Answer in one paragraph.

Culminating Unit Performance Task

Presidential Ranking Project

Students will use all of the information learned in this unit to create a ranking of Presidents from Richard Nixon – Barack Obama. The students are given ranking criteria and will create a project in the format of their choosing. Student instructions and a rubric are below.

GSE Standards and Elements	<p>SSUSH22 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Nixon, Ford, and Carter administrations.</p> <ol style="list-style-type: none"> a. Analyze the international policies and actions taken as a response to the Cold War including the opening of and establishment of diplomatic relations with China, the end of U.S. involvement in Vietnam, the War Powers Act, the Camp David Accords, and Carter’s response to the 1979 Iranian Revolution and hostage crisis. b. Connect major domestic issues to their social effects including the creation of the Environmental Protection Agency, the emergence of the National Organization for Women, Nixon’s resignation due to the Watergate scandal, and his pardon by Ford. <p>SSUSH23 Assess the political, economic, and technological changes during the Reagan, George H.W. Bush, Clinton, George W. Bush, and Obama administrations.</p> <ol style="list-style-type: none"> a. Analyze challenges faced by recent presidents including the collapse of the Soviet Union, Clinton’s impeachment, the attacks of September 11, 2001, and the war against terrorism. b. Examine economic policies of recent presidents including Reaganomics. c. Examine the influence of technological changes on society including the personal computer, the Internet, and social media. d. Examine the historic nature of the presidential election of 2008.
Literacy Standards	<p>L11-12WHST2- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>L11-12WST6-Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>L11-12WHST7- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
Social Studies Matrices	<p>INFORMATION PROCESSING SKILLS:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences 3. Identify Issues and/or problems and alternative solutions 4. Distinguish between fact and opinion 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 8. Identify social studies reference resources to use for a specific purpose 11. Draw conclusions and make generalizations 14. Formulate appropriate research questions 15. Determine adequacy and/or relevancy of information
Enduring Understanding(s)	<p>Beliefs and Ideals Conflict and Change Individuals, Groups, and Institutions</p>

Presidential Ranking Project

Directions: Presidential historians often examine the nation’s past presidents in an effort to rank them in order of effectiveness. Your group will examine the following Presidents and rank them:

Richard Nixon	Gerald Ford	Jimmy Carter
Ronald Reagan	George H.W. Bush	Bill Clinton
George W. Bush	Barack Obama	

You will rank each President on this list from first to last using the following criteria:

1. Historical precedent of election and reelection.
2. State of the economy
3. Policy, including legislation passed through Congress, its durability, and long-term effect
4. Handling of crises, both domestic and international. Include crises that were existing when the President took office and those that began after
5. Domestic and international leadership
6. Communication skills
7. Scandals

Your group will rank each President using the criteria above. For each President, your group must give three specific details to support the ranking. You should explore the positive and negative points of his presidency from an objective, historical point of view.

Product: Your group’s presentation may take a variety of formats. You may choose to make a video, news report, podcast, magazine article with artwork, comic strip format (one for each president), etc. It is your responsibility to evenly divide all the work amongst your group members.

Scoring: This assignment is worth 50 points. Please see the rubric for more information on grading and scoring.

US History Frameworks for the Georgia Standards of Excellence in Social Studies

Presidents Ranking Rubric

Group Member Names:

	5 points	3 points	1 point	0 points	Total
President 1	Ranking based on three well researched factors and ranking criteria.	Ranking based on 2-3 factors. Research and/or criteria could be better utilized.	Ranking based on one-two factors. Research and/or ranking criteria could have been better utilized.	Ranking missing for this President.	
President 2	Ranking based on three well researched factors and ranking criteria.	Ranking based on 2-3 factors. Research and/or criteria could have be better utilized.	Ranking based on one-two factors. Research and/or ranking criteria could have been better utilized.	Ranking missing for this President.	
President 3	Ranking based on three well researched factors and ranking criteria.	Ranking based on two-three factors. Research and/or ranking criteria could be better utilized.	Ranking based on one-two factors. Research and/or ranking criteria could have been better utilized.	Ranking missing for this President.	
President 4	Ranking based on three well researched factors and ranking criteria.	Ranking based on two-three factors. Research and/or ranking criteria could be better utilized.	Ranking based on one-two factors. Research and/or ranking criteria could have been better utilized.	Ranking missing for this President.	
President 5	Ranking based on three well researched factors and ranking criteria.	Ranking based on two-three factors. Research and/or ranking criteria could be better utilized.	Ranking based on one-two factors. Research and/or ranking criteria could have been better utilized.	Ranking missing for this President.	
President 6	Ranking based on three well researched factors and ranking criteria.	Ranking based on two-three factors. Research and/or ranking criteria could be better utilized.	Ranking based on one-two factors. Research and/or ranking criteria could have been better utilized.	Ranking missing for this President.	
President 7	Ranking based on three well researched factors and ranking criteria.	Ranking based on two-three factors. Research and/or ranking criteria could be better utilized.	Ranking based on one-two factors. Research and/or ranking criteria could have been better utilized.	Ranking missing for this President.	
President 8	Ranking based on three well researched factors and ranking criteria.	Ranking based on two-three factors. Research and/or ranking criteria could be better utilized.	Ranking based on one-two factors. Research and/or ranking criteria could have been better utilized.	Ranking missing for this President.	
Quality of Presentation	Presentation format is effective and well prepared. The length supports the content required in the rubric. Presentation is neat and easy to understand.	Presentation format is mostly effective, but the length isn't enough to support the content required in the rubric. Presentation has a few flaws which makes it somewhat hard to understand.	Presentation format isn't very effective and the length isn't enough to support the content required in the rubric. Presentation has many flaws which makes it hard to understand.	Presentation format isn't effective and the length doesn't support the content required in the rubric. Presentation is doesn't make sense.	
Group Dynamic	Group evenly divides assigned tasks and works well together.	Group divides assigned tasks. Group work is mostly smooth.	Little division of tasks apparent. Group doesn't work well together.	No division of tasks. One or two group members appear to have done all the work.	
TOTAL					<u> </u> /50