

FOURTH QUARTER · CYCLE 4, UPPER

TOPIC: The Civil Rights Era

PACING: 4 Days

STANDARDS:

- SS.5-8.IDI.3** Define and describe concepts such as development, change, personality, learning, individual, family, groups, motivation, and perception.
- SS.5-8.IDI.11** Develop a respect for others including senior citizens and individuals with disabilities.
- SS.5-8.IGI.4** Identify ways that Seventh-day Adventist organizations work to improve life in communities.
- SS.5-8.PAG.4** Evaluate fundamental values of constitutional democracy.
- SS.5-8.PDC.2** Examine the efforts of the Seventh-day Adventist church to alleviate social problems.
- SS.5-8.CIP.2** Define individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent.

OBJECTIVES:

- Evaluate the importance of Brown v. Board of Education in changing schools.
- Draw conclusions about the success of nonviolent protests during the civil rights era.
- Compare and contrast the Kennedy and Johnson administrations.
- Analyze the importance of civil rights legislation.
- Identify various individuals who led the civil rights movement.

VOCABULARY: boycott, civil disobedience, integrate, poverty line, Medicare, Medicaid, sit-in, feminist

SPIRITUAL APPLICATIONS:

Compare and contrast the work of the Peace Corps and Seventh-day Adventist efforts such as ADRA and the student missionaries program. adra.org/wallawalla.edu/campus-life/chaplains-office/student-missions/ (check other Adventist college sites as well) www.peacecorps.gov/

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 29 – pp. 811-842

Chapter 29 Digital Lessons Plans and Presentations

Video – *The Civil Rights Movement* (8:45)

Video – *Peace Corps* (1:50)

Video – *Freedom Riders* (1:57)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Presidents: 1945-1977* (45:12) – segments on Kennedy and Johnson

Learn360 video segment – *Americans with Disabilities Act* (3:30)

BrainPop video – *John F. Kennedy* (5:15)

BrainPop video – *Brown v Board of Education of Topeka* (4:17)

BrainPop video – *Martin Luther King Jr.* (4:03)

BrainPop video – *Civil Rights* (4:12)

BrainPop video – *César Chávez* (4:24)

BrainPop video – *Feminism* (4:12)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a photojournalism book. Include images from the civil rights era captioned and arranged in chronological order. Include an introduction and a conclusion to your book.
2. Compare and contrast the presidencies of John F. Kennedy and Lyndon B. Johnson using a graphic organizer.
3. Write one-paragraph summaries on the civil rights struggles for the following groups: African Americans, Latinos, Native Americans, women, and disabled people.
4. Discuss and explain Kennedy's famous quote (p. 824).
5. Research the Kennedy-Nixon debates and then create your own "highlight reel" of these debates to share with your classmates.
6. Write an opinion essay regarding the success of nonviolent protests from the civil rights era.
7. Discuss why it took nearly 100 years after the Civil War ended for the Civil Rights Act of 1964 to be passed.

FOURTH QUARTER · CYCLE 4, UPPER

TOPIC: The Vietnam Era

PACING: 4 Days

STANDARDS:

- SS.5-8.IDI.4** Analyze how factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity.
- SS.5-8.IDI.7** Embrace and cultivate a personal relationship with Christ.
- SS.5-8.GC.1** Outline how global connections have existed in the past and increased rapidly in current times.
- SS.5-8.GC.3** Investigate how spatial relationships that relate to ongoing global issues, affect the health and well-being of Earth and its inhabitants.
- SS.5-8.GC.6** Explain how universal human rights cut across cultures but are not necessarily understood in the same way in all cultures.

OBJECTIVES:

- Explain how Vietnam became a divided country.
- Understand how and why the United States became involved in the Vietnam War.
- Evaluate the impact of the Vietnam Era on American society.
- Identify factors that finally helped bring an end to the war in Vietnam.

VOCABULARY: guerrilla warfare, Cuban Missile Crisis, regime, search-and-destroy missions, napalm, Agent Orange, counterculture, deferment, conscientious objector, credibility gap, MIA

SPIRITUAL APPLICATIONS:

Romans 5:8 – Christ died for us while we were yet sinners. Even while we were God’s enemy, He made us part of His family when we come to Him asking forgiveness and accepting Jesus’ offer of eternal life. Encourage students to embrace and cultivate a personal relationship with Christ.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 30 – pp. 843-872

Chapter 30 Digital Lessons Plans and Presentations

Video – *The Space Race* (3:42)

Video – *LBJ’s Advisors on Vietnam* (3:45)

Video – *The Peace Movement* (1:49)

Video – *The First TV War* (10:34)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Presidents: 1945-1977* (45:12)
– segments on Kennedy, Johnson, and Nixon

Learn360 video – *The Vietnam Dilemma: Transforming America* (28:45)

Learn360 video – *Vietnam War Video Quiz* (30:19)

Learn360 video segment –
Televised War Correspondence (4:04)

BrainPop video – *Vietnam War* (4:33)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Locate and watch a video presentation of “The Ballad of the Green Berets.” Discuss the purpose of Special Forces such as the Green Berets.
2. Create a 30-second news broadcast about a key historical event from the Vietnam Era.
3. Compare and contrast guerrilla warfare with the methods of fighting in World War II.
4. Invite a Vietnam veteran to make a presentation to the class.
5. Present a speech declaring whom you would have voted for in the election of 1968 and why.
6. Write an essay about the lessons learned from the Vietnam War.
7. Discuss the “television” war, antiwar demonstrations, and the effects on American society.

FOURTH QUARTER · CYCLE 4, UPPER

TOPIC: A Troubled Nation

PACING: 5 Days

STANDARDS:

- SS.5-8.STS.7** Analyze how science and technology have changed people's perceptions of the social and natural world as well as their relationship to the land.
- SS.5-8.GC.8** Demonstrate an understanding of current world missions of the Seventh-day Adventist church.
- SS.5-8.CIP.7** Debate key past and present issues involving democratic ideals and practices as well as the perspectives of various stakeholders in proposing possible solutions to these issues.

OBJECTIVES:

- Analyze how the United States' relationships with China and the Soviet Union changed during the 1970s.
- Identify the events surrounding the Watergate scandal and describe how the scandal affected American society.
- Explain the basic principles of the new conservative approach of government taken by President Reagan.
- State the causes of the Persian Gulf War and its outcome.
- Discuss the challenges and successes of the Nixon, Ford, Carter, Reagan, Bush and Clinton administrations.

VOCABULARY: détente, embargo, executive privilege, impeach, amnesty, trade deficit, human rights, apartheid, fundamentalist, deregulation, federal debt, coalition, bankrupt, deficit spending, grassroots movement, gross domestic product (GDP)

SPIRITUAL APPLICATIONS:

Psalm 118:8 – Even though leaders such as the president have power, authority, and respect, our trust should be completely in God, not humans. In our study of the United States, we see how even great political leaders have flaws. But we can always have complete trust in God.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 31 – pp. 873-916

Chapter 31 Digital Lessons Plans and Presentations

Video – *H. Kissinger's Life as a Diplomat* (5:00)

Video – *Nixon Resigns* (4:23)

Video – *The End of the Cold War* (2:25)

Video – *The Fall of the Berlin Wall* (2:06)

Video – *The Brady Bill and Gun Control* (1:19)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Presidents: 1945-1977* (45:12) – segments on Ford

Learn360 video – *The Presidents: 1977-2004* (45:22) – segments on Carter, Reagan, Bush, Clinton, and Bush

BrainPop video – *Richard Nixon* (6:08)

BrainPop video – *Ronald Reagan* (6:06)

BrainPop video – *Bill Clinton* (5:36)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a PowerPoint presentation on one of the presidents studied in Chapter 31. Include challenges, achievements, disappointments, and policies of their presidency.
2. Analyze Nixon's resignation and how it proved that the system of checks and balances worked.
3. Research the presidential election of 2000. Discuss what made that election unique in American history.
4. Interview someone (parent, grandparent) about one or more of the historical events of this period. What do they remember about the event and how did it influence their life? Report your findings orally to the class in a "show and tell."
5. Make a map showing Europe/Asia before and after the Soviet Union collapse.

FOURTH QUARTER · CYCLE 4, UPPER

TOPIC: New Challenges

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.4** Using the Bible and the Spirit of Prophecy, trace the great controversy throughout history.
- SS.5-8.PPE.9** Compare and contrast the effects of sin on the environment.
- SS.5-8.PAG.6** Exhibit tolerance and respect for individuals with different beliefs and viewpoints.
- SS.5-8.STS.4** Gain evidence of how our lives today are media and technology dependent.
- SS.5-8.STS.6** Understand the healthy benefits of time management and practice self-control when using technology.

OBJECTIVES:

- Describe terrorism, especially the events of September 11, 2001, and its effects at home and abroad.
- Compare and contrast how White House administrations addressed key domestic issues and foreign policy.
- Evaluate the economic effects of globalization on the United States.
- Identify environmental concerns that have become more serious issues in recent years.

VOCABULARY: terrorism, insurgent, levees, bailout, globalization, free trade, outsourcing, acid rain

SPIRITUAL APPLICATIONS:

1 Thessalonians 3:13 – As we study the recent and current events of our nation and world, we know that Jesus' coming is soon. Discuss what being ready for Jesus means.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 32 – pp. 917-944

Chapter 32 Digital Lessons Plans and Presentations

Video – *September 11 Terrorist Attacks* (2:35)

Video – *John Lewis on the Election of Barack Obama* (2:10)

Video – *Immigration Reform* (1:31)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Presidents: 1977-2004* (45:22) – segments on Bush

BrainPop video – *September 11th* (6:00)

BrainPop video – *Terrorism* (5:26)

BrainPop video – *Barack Obama* (5:51)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Discuss the concept of terrorism and how, in the age of global terrorism, you can show tolerance and respect for individuals with differing beliefs and viewpoints.
2. Research the Patriot Act. After dividing the class into two groups, conduct a discussion with each group giving arguments for or against the Patriot Act.
3. Write a personal narrative examining how technology has changed your life and how you manage and control your use of technology.
4. Research one of the natural disasters discussed in this chapter. Make a display board or poster to share your findings.
5. Find a current event story that interests you. Research the topic, and then in your own words create a news report (audio for radio or video as if for TV) to share with the class.
6. Create a two-column chart which lists events from Chapter 32 and the changes or effects of that event.