

Hillside Township School District

Social Studies
United States History II
1914 – Today
Eleventh Grade

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District Mission Statement

It is the mission of the Hillside Board of Education to ensure that all students, at all grade levels achieve the New Jersey Core Curriculum Content Standards and make connections to real-world success. We are committed to strong parent-community school partnerships, providing a safe, engaging and effective learning environment, and supporting a comprehensive system of academic and developmental support that meets the unique needs of each individual.

Academic Area Overview

Social Studies, as defined by the National Council for the Social Studies, is “the integrated study of the social sciences and humanities to promote civic competence.” The primary purpose of the Hillside social studies program is to provide an academically rigorous environment that produces active critical thinkers and productive, civically competent, participants in our society. Students are given the opportunity to develop their own sense of place in our community, state, nation and global village. Students will pursue individual goals and challenges as they develop an understanding of self, the diverse community of which they are a part and their connection to the goals and interests of the global community and planet earth.

Students will study history, citizenship/political science, geography, economics, anthropology, sociology, and the humanities as prescribed by the New Jersey State Core Curriculum Content Standards in Social Studies. As they study the human condition in these contexts, they will gain an understanding of their own country’s history, institutions and environment. They will also apply their knowledge to understand the forces that have shaped world cultures. Students will learn to view contemporary problems facing the nation and the world as products of complex historical, institutional, and environmental processes. Students will discover their own individuality and the contributions they can make to society. They will know what they should strive to become and their role as responsible and productive individuals who possess civic competence.

Equality and Equity in Curriculum

The Hillside Township School District ensures that the district’s curriculum and instruction are aligned to the State’s Core Curriculum Content Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

UNIT I: The Emergence of Modern America: World War I

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">• World War I modernized warfare.• Political agreements and decisions during World War I led to the creation global totalitarian governments.• America for the first time became involved in international politics which allowed domestic opportunities for women and African Americans.	<ul style="list-style-type: none">• 6.1.12.C.7.a What were the lasting effects of the technological improvements during World War I?• 6.1.12.A.7.a How did America go from the policy of isolationism to total involvement in World War I?• 6.1.12.D.7.c What political ideologies and leaders evolved out of World War I?• 6.1.12.C.7.b What new opportunities were created on the home front for women and minorities as a result of World War I?

NJCCCS	KNOWLEDGE	SKILLS
<p>6.1.12.A.7.a</p> <p>6.1.12.A.7.b</p> <p>6.1.12.A.7.c</p> <p>6.1.12.C.7.a</p> <p>6.1.12.C.7.b</p> <p>6.1.12.D.7.a</p> <p>6.1.12.D.7.c</p> <p>6.1.12.A.15.c</p>	<p>Students will know:</p> <ul style="list-style-type: none"> the initial reasons for the policy of neutrality regarding World War I and why the United States eventually enter the war. the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights. the perspectives of different countries on the Treaty of Versailles and the League of Nations. technological advancements that affected the nature of World War I on land, water and air. immediate and long-term impact of women and African Americans entering the workforce during World War I. the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I. factors that contribute to the rise of fascism, communism, and socialism after World War I. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> use primary sources to create a speech as Woodrow Wilson justifying America’s entry into World War I.(CP) Critique the speeches and determine if reasons were valid. (H) construct a letter in first person portraying the role of an American citizen who has moved from the south to the north to work in a Chicago factory. write a letter to a loved one participating in the war about the changes on the home front. analyze text independently using a Venn Diagram map to examine the viewpoints of France, Great Britain, the United States and Germany following World War I. (CP) then divide into groups representing each country and create an oral argument as to why their country’s demands should be met.(H) Document-based Question (H)

UNIT II: The Emergence of Modern America: Roaring Twenties

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">• The demographic shift to urban areas led to a cultural explosion in American cities.• Consumer economy becomes the dominant force in American society.	<ul style="list-style-type: none">• 6.1.12.D.8.a What were the social and economic conditions that contributed to the Great Migration?• 6.1.12.D.8.b How did the Harlem Renaissance and the Lost Generation influence American society?• 6.1.12.B.8.a What economic and political circumstances lead to the depletion of American farms?• 6.1.12.A.8.a Why did the American economic system evolve into a consumer economy?

NJCCCS	KNOWLEDGE	SKILLS
<p>6.1.12.A.8.a</p> <p>6.1.12.A.8.b</p> <p>6.1.12.A.8.c</p> <p>6.1.12.C.8.a</p> <p>6.1.12.D.8.a</p> <p>6.1.12.C.8.b</p> <p>6.1.12.D.8.b</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • how government policies were connected to the prosperity of the 1920's and the impact of the policies on the consumer and business. • the correlation between global marketing of the United States farms and factories and the government policies that favored isolationism. • how did social intolerance, xenophobia, and the fear of anarchists result in government policies restricting immigration, advocacy, and labor organizations. • the causes and results of the Great Migration and how it led to increased racial tensions, violence, restrictive laws, and a rise in repressive organizations. • the social, cultural, and technological changes during the World War I and how it related to the consumer economy and the changing role of women. • the impact of artists, writers, and musicians on American culture and values. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • analyze the impact of artists, writers and musicians during the roaring 20's. • analyze and critique various genres of the 1920's art movement.(H) • create a business magazine for the 1920's. The magazine will include the top ten consumer goods of the 1920's, advertisements,(CP) and an article on how the goods fueled the consumer economy.(H) • write an essay based on the following thesis “ The flapper represented the emerging power and freedom women experienced during the 1920's” • DBQ (Document Based Question) (H)

UNIT III: The Great Depression and the New Deal

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">• Poor economic policies, business practices and individual decisions led to the collapse of the American economic system.• Franklin D. Roosevelt changed the authority and role of the President.• The Great Depression created a new role between the government and the American citizen.	<ul style="list-style-type: none">• 6.1.12.D.9.b How did the Great Depression impact the lives of all socio-economic groups in America and worldwide?• 6.1.12.A.9.a How did the practices and policies of both American government and business lead to the Great Depression?• 6.1.12.A.10.b How did FDR's first and second New Deal reorganize capitalism to ensure prosperity?• 6.1.12.C.10.b How did the two major political parties economic ideology regarding the role of government evolve during the New Deal leading to present day?

NJCCCS	KNOWLEDGE	SKILLS
<p>6.1.12.A.9.a</p> <p>6.1.12.B.9.a</p> <p>6.1.12.C.9.a 6.1.12.C.9.b 6.1.12.C.9.c 6.1.12.C.9.d 6.1.12.D.9.a 6.1.12.A.10.a 6.1.12.A10.c</p> <p>6.1.12.A.10.b 6.1.12.B.10.a 6.1.12.C.10.a</p> <p>6.1.12.C.10.b 6.1.12.D.10.c</p> <p>6.1.12.D.10.a</p> <p>6.1.12.D.10.b</p> <p>6.1.12.D.10.d</p>	<p>Students will know:</p> <ul style="list-style-type: none"> actions and policies of the United States government contributed to the Great Depression. how agricultural practices, overproduction and the Dust Bowl intensified the worsening economic situation during the Great Depression. how the government adjusts and evaluates economic indicators, taxes, interest and spending to restore the health of the economy. causes and outcomes of the stock market crash in 1929 on America and Worldwide economies and the interdependence of various parts of the market economy. the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities. the short and long term impact of the expanded role of government on economic policy, capitalism, and society and how this expanded role led to conflict between the Supreme Court and other branches of government over these New Deal policies. the effectiveness of governmental policies enacted to protect individuals and environment and economic regulations and standards established by the New Deal. what key individuals including minorities and women shaped core ideologies and policies regarding the role of government during the New Deal and today. how other nations responded to the Great Depression. the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents. the extent to which New Deal public works and arts programs impacted New Jersey and the nation. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> analyze the effects of Great Depression on a fictitious town in 1934, divided in families, each group, no matter socioeconomic status will be adversely affected and will create a budget to deal with the ill-effects of the stock market crash. (CP) Students will then explain how their choices created a negative ripple effect throughout the community and country (H). create a daily newspaper during the Great Depression era. Each paper will include articles, cartoons and advertisements that examine the political, social and economic issues the Great Depression and New Deal. examine photographic images and primary source documents from both rural and urban areas, and write a persuasive five-paragraph essay determining which area suffered more as a result of the Great Depression. (C.P.) research-paper (H). create a PowerPoint presentation on the W.P.A. projects that were erected and currently exist in Union county during the depression era. Document-based Question (H)

UNIT IV: World War II

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">• The Creation of the Treaty of Versailles led to the enviable outbreak of World War II.• The atomic bomb changed the global landscape of how wars were fought.• Occurrences and implications of Genocide in the Modern World: Holocaust ,Sudan, Darfur Rwanda, Bosnia,• America becomes a super power as a result of World War II.	<ul style="list-style-type: none">• 6.1.12.A.11.e What was the reaction to the Holocaust on an individual, national and global level?• 6.1.12.A.11.d Was the United States justified in dropping the atomic bomb?• 6.1.12.B.11.a What role did geography and military strategies and weaponry play in World War II?• 6.1.12.D.11.b What was the role of American businesses in the war effort and how did it create new opportunities for women and minorities?

NJCCCS	KNOWLEDGE	SKILLS
<p>6.1.12.A.11.a 6.1.12.A.11.b</p> <p>6.1.12.A.11.d</p> <p>6.1.12.A.11.e 6.1.12.A.11.c</p> <p>6.1.12.B.11.a 6.1.12.C.11.a 6.1.12.C.11.b</p> <p>6.1.12.D.11.a</p> <p>6.1.12.D.11.b 6.1.12.D.11.c</p> <p>6.1.12.D.11.d 6.1.12.D.11.e 6.3.12.D.1</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • how effective were international agreements after WWI in preventing global disputes and what did the United States do individually try to stay out of conflict. • why the United States dropped the atomic bomb on Japan and what were the consequences. • how the United States and other nations reacted to violation of humans during the Holocaust and other genocides and if the United States denied individuals civil rights to its own citizens. • what role geography played in the development of weapons. • how American production shifted from domestic to military goods during WWII and what civilian inventions were created as a result of this shift. • how alliances of certain leaders and nations affected the conduct and outcome of WWII. • the roles of prominent New Jersey industries and citizens during WWII. • why minority groups expressed a strong sense of nationalism despite discrimination in the military and workforce. • the different perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust and how it led to the creation of the international organizations that protect human rights and the impact of these organizations. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • navigate through an interactive WWII website www.history.com/topics/world-war-ii/interactives/inside-wwii-interactive and create a review of the website for a magazine article. Students will receive a guide to the website so they can search the website thoroughly and judge it on certain components such as domestic changes, the war in Europe, and in the Pacific. • create bystanders interviews from the perspective of Americans, Japanese Americans, and the Japanese citizens reacting to bombing of Japan. Students will research, examine primary sources and create a script for dialogue. • create a Holocaust Diary from a first person perspective. Students will have to recreate the experience of a person who experienced the Holocaust. The journal entries will span over four years.(CP) Students must use dates, concentration camps and other facts in journal to show evidence of learning.(H) • write an essay “The United States home front during World War II” analyzing the social, political and economic changes in America since the start of WWII(CP)students will write a research paper on the “The United States home front during the World War II.” • Document – based Question (H)

UNIT V: Cold War (1945-1970s)

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">• The American policy of containment caused the United States military to participate in conflicts around the globe and drove the American political, social and economic agenda.• The use of media had a profound effect on how the American public viewed military conflicts.	<ul style="list-style-type: none">• 6.1.12.A.12.a What military crises arose as a result of the American policy of containment?• 6.1.12.D.12.e What role did media play in public support for the Vietnam War and current military conflict?• 6.1.12.C.12.c How did the Cold War motivate American achievement in the fields of science and mathematics?

NJCCCS	KNOWLEDGE	SKILLS
<p>6.1.12.A.12a 6.1.12.A.12.b 6.1.12.A.12.c 6.1.12.B.12.a 6.1.12.C.12.a 6.1.12.D.12.c 6.1.12.C.12..b 6.1.12.C.12.c 6.12.D.12.c 6.1.12.C.12.d 6.1.12.D.12.a 6.1.12.D.12.b 6.1.12.D.12.d 6.1.12.D.12.e 6.1.12.A.15.a 6.1.12.A.15.c 6.1.12.A.16.a 6.1.12.A.15.e 6.1.12.C.15.a 6.1.12.D.15.a 6.1.12.A.16. 6.1.12.D.15.c</p>	<p>Students will know:</p> <ul style="list-style-type: none"> what ideological differences and factors contributed to the United States involvement in Cold War conflicts i.e. (Korean War, The Cuban Missile Crisis and the Vietnam War) intended to contain communism, and was involvement constitutional. the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post - World War II period. the implications and outcomes of nuclear development and the Space Race according to the scientific community, government, global and public. the impact of agricultural innovation on the world economy. how scientific advancements impacted the national and global economies and daily life and how did these advancements effect global relations. the role of the public and private sectors in promoting economic growth and ensuring economic stability. the impact of American governmental policies on independence movements around the globe. the efforts of the government to eliminate communism and the impact on civil liberties. how American public support varied for military conflicts in the cold war and what role did media play. the impact of the United States support of the policies and actions of the United Nations and other international organizations. the factors that led to the fall of communism around the world and how it influenced global power. why religious tensions and historic differences in the Middle East have led to international conflicts and a debate over oil. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> analyze primary source documents including the Iron Curtain speech, Truman Doctrine, Marshall Plan, NATO, and Warsaw Pact to create a hypothesis (CP) and write an essay on “Who is primarily responsible for the Cold War: The United States or the Soviet Union?”(H) sheg.stanford.edu/?q=node/41 play as analysts for the CIA, studying briefings President Kennedy provided in the early days of the Cuban Missile crisis. Students will draft a memorandum explaining why the missiles presented a threat to U.S. national security. (CP) Then students will switch to the role of President Kennedy and choose an option to address the crisis.(H) http://edsitement.neh.gov/lesson-plan/missiles-october-cuban-missile-crisis-1962#sect-activities assume the role of an American soldier in Vietnam writing home to his younger brother discussing his conditions and surroundings and offering advice based on whether or not the younger sibling should honor being drafted or dodge the war and move out of the country. (CP) Send a response letter describing how the war protests are decisively dividing Americans. (H) analyze President Reagan speeches, “The Evil Empire” and “Mr. Gorbachev, Tear Down this Wall” and explain how and why President Regan’s tone changed.(CP) Students will find speeches and statements by Mikhail Gorbachev dated around the same time period and compare and contrast against President Reagan. (H) Document-based Question (H)

UNIT VI: Civil Rights and Social Change

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">• A period of social activism that leads to political reform.• Economic opportunities for many and technological advancements laid the framework for modern America.	<ul style="list-style-type: none">• 6.1.12.A.13.b What social activism measures are used to force political measures that enfranchise and desegregate American society?• 6.1.12.B.13.a What factors allowed suburban life to flourish?• 6.1.12.D.13.f How did the role of women in the workforce lead to changes in America's social structure?

NJCCCS	KNOWLEDGE	SKILLS
<p>6.1.12.A.13.a 6.1.12.D.13.a 6.1.12.A.13.c 6.1.12.B.13.a 6.1.12.C.13.d 6.1.12.B.13.b 6.1.12.C.13.a 6.1.12.C.13.b 6.1.12.C.13.c 6.1.12.D.13.b 6.1.12.D.13.c 6.1.12.D.13.b 6.1.12.D.13.e 6.1.12.D.13.f 6.1.12.A.15.b 6.3.12.B.1 6.1.12.A.15.f 6.1.12.D.15.b 6.1.12.B.15.a</p>	<p>Students will know:</p> <ul style="list-style-type: none"> Supreme Court decisions, legislation, and policies on both the state and federal levels eliminate segregation and discrimination, while promoting civil liberties and equal opportunities. the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and how this impacted the cities. the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws. how individuals and organizations used economic measures as a weapon in the struggle for civil and human rights. the effectiveness of economic and social policies that combated inflation and poverty in the 1960s and today. the ideologies, leadership strategies and legacies of Dr. Martin Luther King Jr. and Malcolm X during the Civil Rights era. the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities. the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. why the Peace Corps was created and how its role evolved over time. the changing role of women in the labor force and the changes that occur in the family structure. how the other nations view the actions of the United States foreign policies. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> analyze primary source documents written by Jo Ann Robinson, Bayard Rustin, Virginia Durr and Dr. Martin Luther King Jr. to determine why the Montgomery Bus Boycott succeeded. (CP) and then compare and contrast the primary source documents to the class textbook to determine the true motives behind the success of the boycott.(H) Sheg.stanford.edu Examine primary source images of suburban communities and primary source excerpts from "Harpers Weekly" and <u>Feminine Mystique</u> using graphic organizers to construct an argument for or against the central historical question: Is the image of the happy 1950's housewife accurate?(CP) and write an essay on the role of minority women during the 1950s. (H) Sheg.stanford.edu research social programs created by President Lyndon B. Johnson's Great Society to combat poverty and provide opportunity and determine how has that legislation impacted American society in contemporary times. compare and contrast the ideologies of Dr. Martin Luther King Jr. and Malcolm X and write persuasive essay encouraging a family member or friend to choose either Dr. King's nonviolent protest or Malcolm's by any means necessary stance. Document-based Question (H)

UNIT VII: Contemporary United States: Domestic Policies

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">• Partisanship drives the role of government on social and economic issues.• Immigration, educational opportunities and social interaction led to the growth of a multicultural society.• Expanding economic prosperity and opportunities have bypassed certain groups of Americans.	<ul style="list-style-type: none">• 6.1.12.A.14.d How does the Republican and Democratic parties' agenda affect social, political, and economic status of the country?• 6.1.12.C.14.a What is the relationship between national government and state government in the handling of social, political and economic issues of contemporary American society?

NJCCCS	KNOWLEDGE	SKILLS
<p>6.1.12.A.14.a 6.1.12.A.14.b 6.1.12.A.14.c</p> <p>6.1.12.A.14.d 6.1.12.B.14.a</p> <p>6.1.12.D.16.a 6.1.12.A.14.e 6.1.12.A.14.f</p> <p>6.1.12.A.14.g 6.1.12.B.14.b 6.1.12.D.14.b</p> <p>6.1.12.B.14.d 6.1.12.C.14.a 6.1.12.C.14.b</p> <p>6.1.12.C.14.c 6.1.12.C.14.d 6.1.12.D.14.d</p> <p>6.1.12.D.14.c 6.1.12.D.14.e 6.1.12.D.14.f</p> <p>6.1.12.D.16.c 6.1.12.C.16.a 6.1.12.C.16.b</p>	<p>Students will know:</p> <ul style="list-style-type: none"> the effectiveness of the national government's checks and balance system during contemporary times. how the Supreme Court has interpreted the Constitution to define the rights of the individual and recent legislation addressing health, welfare and citizenship status of individuals and groups. the fairness of the process by which national, state and local officials are elected and what extent nongovernmental organizations affect public policy. how regionalization, urbanization and suburbanization have led to social and economic reform movements in New Jersey and the United States. what economic indicators are used to evaluate the effectiveness of state and national fiscal and monetary policies and to what extent government should intervene on the state and national levels on issues related to the economy. to what extent the labor work force reflects and represents all of American society. what role religion, multicultural beliefs, products and practices play in shaping contemporary American culture. the factors that led to the widening of the gap between the rich and poor. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> interview a family member or friend who participated in a migration or immigration process and create an oral history by including primary sources to write his/her story. (CP) Students will send story and resources to the Smithsonian Institution for a chance to have their story added to the Americans on the move website as a guest curator.(H) http://americanhistory.si.edu/onthemove/learning/ create a PowerPoint presentation on recent affordable healthcare legislation and the Supreme court rulings and determine how this piece of legislation will affect their lives as adults. create a pamphlet explaining the purpose and process to elect the town's mayor, city council and school board and explain why participation in local government affairs is crucial to their well-being. Document-based Question (H)

Pacing Chart
Units: I – VII
Grade 11

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
September - October	The Emergence of Modern America: World War I	Students will create a PowerPoint presentation explaining the events of how the United States moves from a neutral party to entering the World War I on the side of the Allies. Students must include maps, diagrams, graphic organizers and photos in the presentation.	Thinkfinity.com Edsitement.com Smithsonian's History Explorer Federalreserveeducation.org N.J.digitalhighway.org Seabrookeducation.org Stanford History Education Group www.freeology.com various graphic organizer templates www.nytimes.com www.cnn.com www.discoveryeducation.org www.pbs.org www.metmuseum.org
October	The Emergence of Modern America: Roaring Twenties	Write a research paper and create an abstract to present to the class on one of the following topics: The Great Migration, The Harlem Renaissance, Top ten consumer inventions of the decade, or the Changing Role of Women in American Society.	
October - November	The Great Depression and the New Deal	Students will recreate the story of the Great Depression using the photography of Dorothea Lange, Walker Evans and Gordon Parks. Each group will be required to present the images to the class and explain the effects of the Great Depression on the American people without using any written text on the slides.	
November - January	World War II	Students will create a multimedia piece on the Seabrook Farms in Upper Deerfield Township NJ and explain how the factory offered an alternative to Japanese internment camp and what role it played in the Second Great Migration. www.seabrookeducation.org	

February – March	Cold War	Students will create their own “top ten” inventions during the latter half of the twentieth century. Students will explain how scientific advancements impacted the national and global economies and what effect it had on the Cold War competition between the United States and Soviet Union.	<i>Autobiography of Malcolm X</i> by Alex Haley and Malcolm X <i>Silent Spring</i> By Rachel Carson
April - May	Civil Rights and Social Change	Students will play the role of a social activist in the 1960s and create an oral presentation about their organization, examining the purpose and its history. Students will need to persuade classmates to join their organization.	<i>Why We Can't Wait</i> By Dr. Martin Luther King Jr. <i>Hiroshima</i> By John Hersey
May - June	Contemporary United States: Domestic Policies	Students will choose a major political party and create a PowerPoint presentation on the origins and purpose of the party, how the party has evolved during the course of its history and examine the party's stance on contemporary political issues.	