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Gateway to Dayton Teaching American History:
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Dayton Public Schools 9th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 10: American History 1970-1980

Dayton Public Schools

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ACTIVITY

INTRODUCTORY LESSON
Case Summary: *Tinker v. Des Moines*
Independent Community School District (1969) (1 day)

Standard: Benchmark: Indicator	Suggested Strategies/Lesson	Vocabulary
<p>History:</p> <p>E. Analyze connections between World War II, the Cold War and contemporary conflicts</p> <p>8. Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on:</p> <p style="padding-left: 40px;">c. The Korean War and the Vietnam War.</p> <p>Citizenship Rights and Responsibilities:</p> <p>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</p> <p>2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including:</p> <p style="padding-left: 40px;">c. Student protests during the Vietnam War.</p>	<p>Core Activity</p> <p>Students investigate and answer questions in regards to this landmark Supreme Court case of Vietnam protest and discover "Where Do Student Press Rights Start ... and Stop?"</p> <p>Find the entire activity on the Web site: http://www.freedomforum.org/templates/document.asp?documentID=17680</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>symbolic free speech</p>

Differentiated Learning

Enrichment Activity:

- Have a mock trial in class on this case.
- In March 2001, the Association for Supervision and Curriculum Development and the Freedom Forum First Amendment Center announced a nationwide initiative to establish [First Amendment Schools](http://www.freedomforum.org/templates/document.asp?documentID=13391). <http://www.freedomforum.org/templates/document.asp?documentID=13391>. These public elementary, middle and high schools will be models of teaching students the rights and responsibilities of citizenship and democracy and students practicing their First Amendment freedoms in the school setting.
- In this lesson, your students have been introduced to important Supreme Court decisions concerning student press rights. They have discussed the application of these decisions in real-life situations. Tell students about the First Amendment Schools initiative. Ask them to assume they are delegates to a conference to plan model guidelines for First Amendment Schools.

Although First Amendment Schools will protect all five rights — freedoms of speech, religion, press, assembly and the right to petition; your delegation's assignment focuses on scholastic press rights. Make a list of guidelines for student free expression that your delegates will propose at the conference. You might refer to the Student Press Law Center's [Model Guidelines for Student Media](http://www.splc.org/legalresearch.asp?id=6) <http://www.splc.org/legalresearch.asp?id=6> for examples.

1. Review the staff manuals of your school's student publications. Are they as complete as they should be? Use the [Model Guidelines for Student Media](http://www.splc.org/legalresearch.asp?id=6) prepared by the Student Press Law Center to evaluate your provisions.
2. Six states (Arkansas, California, Colorado, Iowa, Kansas and Massachusetts) have state student free expression laws and two states (Pennsylvania and Washington) have state administrative codes that address student rights and responsibilities. If you live in one of these eight states, read the document that applies to your student free expression. Links to these documents can be found on the [Student Press Law Center Web site](http://www.splc.org/law_library.asp). http://www.splc.org/law_library.asp

Discuss the following questions with students. Why do public high school media want this legislation? What might school officials see as the drawbacks? If you do not have such legislation where you live, do you think your school would benefit from it? Why or why not?

3. Discuss the application of the *Tinker* and *Hazelwood* decisions to independent student publications. Independent student publications produced without school resources such as "underground newspapers" are still protected by the *Tinker* standard. Do students at your school produce and distribute any such publications?

Outside of school, students free expression rights are largely the same as those of any other members of the community. What are some means by which students can publish their news or opinions outside of school?

If your students have considered publishing their own student publication, they might first want to check out the Student Press Law Center's ["Surviving Underground"](http://www.splc.org/legalresearch.asp?id=40) <http://www.splc.org/legalresearch.asp?id=40> guide which will help them to understand their rights — as well as the important responsibilities that go along with being their own publisher. Students publishing their own Web site may want to consult the [SPLC's CyberGuide](http://www.splc.org/legalresearch.asp?id=13). <http://www.splc.org/legalresearch.asp?id=13>

4. Discuss *Bethel School District No. 403 v. Fraser* with students. You may wish to share the reflections of those involved in the case. In April 2001, Matthew Fraser, a debate coach at Stanford University, reflected on the speech and case that limited student free speech rights.

Summarize or give students copies of

["Matthew Fraser speaks out on 15-year-old Supreme Court free-speech decision."](http://www.freedomforum.org/templates/document.asp?documentID=13701) <http://www.freedomforum.org/templates/document.asp?documentID=13701> This article includes comments from the lawyers who represented the Bethel School District and Fraser, as well as an analysis of the impact of the Supreme Court decision. In what ways may the composition of the Supreme Court and the time period when a case is heard influence the

Additional Instruction:

- Have students imagine that the year is 1967. Ask them to write a letter to their congressional representative arguing for or against Johnson's Vietnam policy. Call on volunteers to read their letters. Explain that the students have the write to argue if they are for or against his policy because of free speech. However, if the speech has harmful intent, you could be in big trouble!

- Divide the class into two groups to debate the following: the draft was a fair way to build up US military forces in Vietnam. List each group's response on the board. Then, discuss with students different ways groups of people (many students) protested against the draft, and how they were protected because of free speech.

Community Connections

- Bring in a lawyer to speak or act as the judge for the mock trial.



The U.S. at War (2 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History:</p> <p>E. Analyze connections between World War II, the Cold War and contemporary conflicts</p> <p>8. Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on:</p> <p style="padding-left: 40px;">c. The Korean War and the Vietnam War.</p> <p>Social Studies Skills and Methods:</p> <p>B. Use data and evidence to support or refute a thesis:</p> <p>3. Analyze one or more issues and present a persuasive argument to defend a position.</p>	<p>Core Activity</p> <p>Students will identify the factors that have historically led Americans to war, and the ways in which these factors have interacted to influence the decision to go to war; and understand the unique role of the president as commander in chief in determining U.S. involvement in armed conflicts.</p> <p>Find the entire lesson on the Web site: http://school.discovery.com/lessonplans/programs/war/</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>conciliate, diplomacy, mobilization, neutrality, offensive, sanction, war hawk</p>

Differentiated Learning

Enrichment Activity:

- **Opposition to War:** Ask students to research the history of opposition to war throughout U.S. history. Students might examine the beliefs and actions of conscientious objectors, religious peace sects and churches, pacifist organizations, peace movements, draft resisters, and pacifist leaders such as abolitionist William Lloyd Garrison and Jeannette Rankin, the first woman elected to Congress. Students could begin by reading Henry David Thoreau's essay "Civil Disobedience" and discussing the use of nonviolent resistance and civil disobedience.

Additional Instruction:

- Have students write persuasive essays presenting their views on American involvement in Southeast Asia.
- Ask students why some Americans opposed the antiwar movement and others supported it. Have a volunteer list the two sets of reasons on the board. Then, divide the students into two groups and conduct a class debate about the loyalty of the antiwar protesters.

Informal Assessment

Teachers can create their own assessment based on the lesson content.



Teaching With Documents Lesson Plan:
The War in Vietnam –
A Story in Photographs (2 days)

Standard: Benchmark: Indicator	Suggested Activity/Lesson	Vocabulary
<p>History:</p> <p>E. Analyze connections between World War II, the Cold War and contemporary conflicts</p> <p>8. Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on:</p> <p style="padding-left: 40px;">c. The Korean War and the Vietnam War.</p> <p>Social Studies Skills and Methods:</p> <p>B. Use data and evidence to support or refute a thesis:</p> <p>3. Analyze one or more issues and present a persuasive argument to defend a position.</p>	<p>Core Activity</p> <p>The war in Vietnam has been described as the war America watched from their living rooms. Students will examine photographs from the war in Vietnam and use their questions to research the topic.</p> <p>Find the entire lesson on the Web site: http://www.archives.gov/digital_classroom/lessons/vietnam_photographs/vietnam_photos.html</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p> <p>Journalism</p>	<p>photograph analysis, documentation, search and destroy mission</p>

Differentiated Learning

Enrichment Activity:

- Compare Vietnam to what is going on today in Iraq and other countries.
- Have students research and report on the American invasion of My Lai.
- Have students research and then write an essay analyzing the role of the media in the Vietnam War and whether or not they covered the news adequately.

Additional Instruction:

- Suppose you are an American soldier in Vietnam. Write a letter to a child in Vietnam explaining why you are there.
- Write a series of newspaper writings that summarizes why Americans are in Vietnam. Try to persuade Americans that we are there for the right reasons. Be sure to write headlines that would have caught your attention if you had been an American teenager during this time. Have students work in pairs. Suggest they make a time line of events or developments before they write their headlines.

Informal Assessment

Teacher can create their own assessments based on the lesson content.



***The War in Vietnam:
What Was It Good For? (1 day)***

Standard: Benchmark: Indicator	Suggested Activity/Lesson	Vocabulary
<p>History:</p> <p>E. Analyze connections between World War II, the Cold War and contemporary conflicts:</p> <p>8. Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on:</p> <p>c. The Korean and the Vietnam War.</p> <p>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.</p> <p>13. Trace social unrest, protest and change in the United States including:</p> <p>a. Antiwar protest during the Vietnam War.</p> <p>Citizenship Rights and Responsibilities:</p> <p>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</p> <p>1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:</p> <p>d. Military policy.</p> <p>2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including:</p> <p>c. Student protests during Vietnam War.</p> <p>Social Studies Skills and Methods:</p> <p>A. Evaluate the reliability and credibility of sources:</p>	<p>Core Activity</p> <p>Students will be able to: analyze what is the purpose of war to them; interpret lyrics of protest music of the 1960s; view photographs of the war in Vietnam to recognize the viewpoints of Vietnam War protestors; gain knowledge about the Vietnam War through protest songs; and, create miniature protest signs using music as inspiration.</p> <p>Find the entire activity on the Web site: http://www.dps.k12.oh.us/academic/secso/c/americanhistory/images/9vietnam.pdf</p> <p>Interdisciplinary Connections</p> <p>Music</p> <p>Language Arts</p>	<p>Vietnam, napalm, anti-war protest</p>

1. Determine the credibility of sources by considering the following:

- a. The qualifications and reputation of the writer;
- e. The circumstances in which the author prepared the source.

Differentiated Learning

Enrichment Activity:

- The Web site holds a description of an excellent activity.

Additional Instruction:

- Have students draw what the songs say to free them from language restraints.



***The War in Vietnam:
What Was It Good For? (1 day)***

Standard: Benchmark: Indicator	Suggested Activity/Lesson	Vocabulary
<p>History:</p> <p>E. Analyze connections between World War II, the Cold War and contemporary conflicts:</p> <p>8. Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on:</p> <p>c. The Korean and the Vietnam War.</p> <p>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.</p> <p>13. Trace social unrest, protest and change in the United States including:</p> <p>a. Antiwar protest during the Vietnam War.</p> <p>Citizenship Rights and Responsibilities:</p> <p>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</p> <p>1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:</p> <p>d. Military policy.</p> <p>2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including:</p> <p>c. Student protests during Vietnam War.</p> <p>Social Studies Skills and Methods:</p> <p>A. Evaluate the reliability and credibility of sources:</p>	<p>Core Activity</p> <p>Students will be able to: analyze what is the purpose of war to them; interpret lyrics of protest music of the 1960s; view photographs of the war in Vietnam to recognize the viewpoints of Vietnam War protestors; gain knowledge about the Vietnam War through protest songs; and, create miniature protest signs using music as inspiration.</p> <p>Find the entire activity on the Web site: http://www.dps.k12.oh.us/academic/secso/c/americanhistory/images/9vietnam.pdf</p> <p>Interdisciplinary Connections</p> <p>Music</p> <p>Language Arts</p>	<p>Vietnam, napalm, anti-war protest</p>

1. Determine the credibility of sources by considering the following:

- a. The qualifications and reputation of the writer;
- e. The circumstances in which the author prepared the source.

Differentiated Learning

Enrichment Activity:

- The Web site holds a description of an excellent activity.

Additional Instruction:

- Have students draw what the songs say to free them from language restraints.



**Using Rock as Primary Source Material:
Country Joe McDonald and the Fish
"I-Feel-Like-I'm-Fixin'-to-Die-Rag" (1 day)**

Standard: Benchmark: Indicator	Suggested Activity/Lesson	Vocabulary
<p>History:</p> <p>E. Analyze connections between World War II, the Cold War and contemporary conflicts</p> <p>8. Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on:</p> <p style="padding-left: 40px;">c. The Korean War and the Vietnam War.</p> <p>Citizenship Rights and Responsibilities:</p> <p>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</p> <p>2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including:</p> <p style="padding-left: 40px;">c. Student protests during the Vietnam War.</p>	<p>Core Activity</p> <p>Students examine one of the most popular forms of protest and one of the most popular songs in the 1960s.</p> <p>Find the entire lesson on the Web site: http://www.rockhall.com/programs/plandetail.asp?id=528</p> <p>Resources: Country Joe McDonald and the Fish "I-Feel-Like-I'm-Fixin'-to-Die-Rag" Lyrics, music and everything you wanted to know about this song found at http://www.countryjoe.com/rag.htm</p> <p>Interdisciplinary Connections</p> <p>Music</p> <p>Language Arts</p>	<p>anti-war sentiments, counter-culture</p>

Differentiated Learning

Enrichment Activity:

- Suggest that interested students write and or perform songs about an important current even or issue.

Additional Instruction:

- Have interested students find recordings of songs about the Vietnam War. Encourage students to locate songs that show both positive and negative emotions, such as *The Ballad of the Green Berets*, and Simon and Garfunkel's *Evening News/Silent Night*. Have students play the songs and ask the class to identify the feelings that each piece expresses about the war.

Additional Resources

Audio recording:

Selected Recordings:

- "I-Feel-Like-I'm-Fixin'-To-Die-Rag" by Country Joe McDonald and the Fish, Vanguard Records, 1968.

Informal Assessment

Teachers can create their own assessment based on the lesson content.



The Voter (2 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
Government: A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions: 2. Explain why the 19th and 26th Amendments were enacted and how they affected individuals and groups.	Core Activity Students will be able to identify the constitutional amendments and major federal laws that have shaped suffrage in the United States including the 26 th Amendment. Find the entire lesson on the Web site: http://www.cnn.com/fyi/interactive/news/10/election.special/teachers/lp.thevoter.html Interdisciplinary Connections Language Arts	suffrage

Differentiated Learning

Enrichment Activity:

- Hold a debate on this: Citizens who were 18 or older were allowed to be drafted, but not vote (therefore, not having a say in the matter of being drafted). How could this have affected the passage of the 26th Amendment? How could this have been a problem during the Vietnam War and a center of student protest?
- Discuss and have students research voter apathy...mostly look at the age group of 18-25. What does this say about the 26th Amendment and today's values of this age group?

Additional Instruction:

- Students will re-read the reading found on this Web site: <http://www.cnn.com/fyi/interactive/news/10/election.special/teachers/bg.1.html>. After reading, students will come up with an annotated time line of the voting history and how we came to the 26th Amendment. Students will then make ten true statements from the reading. When all students are finished, collect these statements, and spark a discussion about their statements.

Additional Resources

Web Sites:

- The Library of Congress
<http://memory.loc.gov/ammem/help/constRedir.html>
- Residency requirements for voting.
<http://www.infoplease.com/ipa/A0781452.html>

Informal Assessment

Clearly marked assessment in the lesson.



Clearing the Air in the Land of Smog (1 day)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>Citizenship Rights and Responsibilities:</p> <p>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</p> <p>1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:</p> <p>e. Environmental legislation;</p>	<p>Core Activity</p> <p>In this lesson, students examine the causes and effects of air pollution, as well as ways in which various industries and government organizations are aiming to control it.</p> <p>Find the entire lesson on the Web site: http://link2ed.com/cleanair/resources/nytp/an.htm</p> <p>Interdisciplinary Connections</p> <p>Science</p> <p>Geography</p> <p>Language Arts</p> <p>Technology</p>	<p>pollution, polarized, environment, Environmental Protection Agency (EPA), petroleum, materialize, visibility, quadrupled, respiratory, devise, emissions, disempowering, regulations, contentious, voluntarily, ceded, viable, catalytic, initiatives, hybrids, alliance, detours, loophole, dismayed, compliance, interplay, implement, uniform, fundamental</p>

Differentiated Learning

Enrichment Activity:

- Choose a piece of air pollution-reducing technology discussed in the featured article (catalytic converters, cleaner gas, electric cars, fuel-cell cars) and create a "How It Works" poster that illustrates how this technology effectively reduces pollution.
- Visit Web sites of different car manufacturers and examine what these sites say the companies are doing to reduce harmful car emissions. The Green Guide to Cars and Trucks Web site (<http://www.aceee.org/greenercars/links.htm>) offers a terrific list of these Web links.
- Compare ozone levels in your state, region, or around the United States on different ozone maps over a period of time. Visit the Environmental Protection Agency's AIRNOW Web site (<http://www.epa.gov/airnow/>) to collect ozone maps dating back to the beginning of 1999. Then, assess why changes in the maps may have occurred. What regions seem to show improvement? What regions seem to consistently need improvement? What is the air quality like in your region?

- Create a Web site guide to organizations that aim to protect air quality and reduce all types of pollution. What are the mission statements of these organizations, and what do they do to uphold their mission? How can you get involved in these organizations' efforts?
- Contact local industries via mail or telephone and investigate how they are aiming to control air pollution and other types of pollution.
- Contact your community's, city's or state's government leaders to learn about their current and future plans to improve the air quality in your area.
- Explore the causes and effects of other forms of pollution, and learn about the legislation and organizations that strive to reduce these harmful pollutants.
- *Interdisciplinary Connections:*
 American History- Investigate legislation passed on state and national levels to control car emissions. Create a time line illustrating changes in such laws and parallel changes in the automotive industry, such as the creation of new technologies.
- Global History- Learn about how other countries view air pollution and aim to control it through legislation and technology. Why do some countries have high levels of air pollution?
- Mathematics- Use the Green Guide to Cars and Trucks
<http://www.aceee.org/greenercars/> to create comparative graphs illustrating fuel emission and efficiency of different cars.
- Media Studies- Examine ways in which car advertisements address the issue of air pollution and discuss how their cars are "cleaner" or meet industry standards.

Additional Instruction:

- Begin a flow chart on the board headed "events leading to the energy crisis of 1973-74." Call on students to cite events that contributed to the energy crisis and list their responses on the flowchart. Call on volunteers to interpret the cause and effect relationships in the chart.
- Call on students to identify the major environmental issues (air pollution, water pollution, nuclear power) of the 1970s. Direct each student to create an editorial cartoon that might have appeared in a newspaper of the time, expressing concern about one of the issues. Give students an opportunity to view one another's cartoons. Then, use the cartoons to spark discussion about the relationships between public awareness and the growth of environmental issues of the 1970s. Conclude by asking students to assess the impact of education and awareness on the environmental movement today.

Informal Assessment

Clearly marked assessment in the lesson.

Watergate, Gerald Ford and the Nixon Pardon (3 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>Citizenship Rights and Responsibilities:</p> <p>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:</p> <p>3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including:</p> <p>b. Compelling government interest;</p>	<p>Core Activity</p> <p>Thirty days after President Ford took office, on Sunday, September 8, he gave Richard Nixon a "full, free, and absolute pardon for all Watergate crimes." Ford described his rationale: "The degrading spectacle of a former President in a prisoner's dock; the near impossibility of finding an open-minded jury anywhere in the country; the press stories about every step in the process that would revive 'the whole rotten mess of Watergate.'" Yet his action caused a decline in his initial popularity from which he never fully recovered. Students decide if he was correct in pardoning Nixon.</p> <p>Find the entire lesson on the Web site: http://www.whitehousehistory.org/04/subs/04_a03_a03.html</p> <p>Special Note: Click on corresponding teacher's text on the Web site.</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>Watergate, kickbacks, executive privilege, impeach</p>

Differentiated Learning

Enrichment Activity:

- Have students write their own pardon and have them explain it in class.
- Research President Ford's pardon of Nixon and the effect it had on the nation.
- Have students debate the issue: Resolved – that President Nixon should have been forced to face the charges, despite the fact he resigned. Have a volunteer list on the board, the major points of each side.

Additional Instruction:

- Work with the class to create a flowchart on the board listing events that eventually led to the resignation of President Nixon. Begin the flowchart with the creation of Nixon's enemies list in 1969 and carry it through the "plumbers," events of the break in, investigation, and cover up the Saturday night massacres, and the resignation itself. As the class offers items for the flowchart, call on students to suggest how each event had an impact on the powers and rights established for government and the people under the constitution.

Additional Resources

Video:

- *All the President's Men*, DVD, directed by Alan Parker (CA: Warner Brother Studios), 1976.

Community Connections

- Bring in a lawyer or judge to speak.

Informal Assessment

Teachers can create their own assessment based on the lesson content.



Constitutional Issues:
Watergate and the Constitution (1-2 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
Social Studies Skills and Methods: B. Use data and evidence to support or refute a thesis: 3. Analyze one or more issues and present a persuasive argument to defend a position.	Core Activity Should the Watergate Special Prosecutor seek an indictment of former President Richard Nixon? Find the entire activity on the Web site: http://www.archives.gov/digital_classroom/lessons/watergate_and_constitution/watergate_and_constitution.html Interdisciplinary Connections Language Arts	Watergate, impeachment, presidential pardon, conspiracy

Differentiated Learning

Enrichment Activity:

- Have students choose one side or the other and debate whether President Nixon should have been prosecuted.

Additional Instruction:

- Student must understand the basics of a debate.
- Provide the following statement to the students: compared to the nation's and foreign policy problems in the 1970s, Watergate was an event that did not justify the attention it received. Organize students into groups to discuss and react to this statement. Ask a representative from each group to report any conclusions it reached. Then, continue with a general class discussion on the statement, calling on individual students to agree or disagree with the group's conclusion about the importance of the Watergate scandal and to explain their opinion.



The Living Constitution (3 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>Government:</p> <p>A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions:</p> <p>1. Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including:</p> <ul style="list-style-type: none">a. Plessy v. Ferguson;b. Brown v. Board of Education;c. Regents of the University of California v. Bakke	<p>Core Activity</p> <p>This lesson will examine three Supreme Court decisions to see how they illustrate the Constitution as a living document. Through guided discussion, a jigsaw learning procedure, and written work the students will analyze all three cases and their impact on the application of the Constitution.</p> <p>Find the entire lesson on the Web site: http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/D/V10A1_The_Living_Constitution.pdf</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>segregation, desegregation, affirmative action, U.S. Constitution, 14th Amendment, plaintiff/petitioner, respondent/defendant</p>

Differentiated Learning

Enrichment Activity:

- The Web site makes suggestions for enrichment activities.

Additional Instruction:

- The Web site shares consideration for additional instruction.

Informal Assessment

Clearly marked assessment in the lesson.



Affirmative Action and the Bakke Case (1 day)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>Government:</p> <p>A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions:</p> <p>1. Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including:</p> <p>c. <i>Regents of the University of California v. Bakke</i>.</p>	<p>Core Activity</p> <p>Students will analyze the positive/negative aspects of affirmative action considering the case of <i>Regents of the University of California v. Bakke</i> (1978).</p> <p>Find the entire lesson on the Web site: http://www.mdk12.org/instruction/curriculum/hsa/government/lesson_plan/lesson3.html</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>affirmative action, quota</p>

Differentiated Learning

Enrichment Activity:

- Have students call on businesses and research different affirmative action practices used today.
- Have students look at “reverse discrimination” and discuss any case.
- Compare the arguments for affirmative action with the arguments against affirmative action.
- Did the government's affirmative action policy promote equity in the United States?
- Should the affirmative action policy continue? Why or why not?
- Professional Sports Teams do not have affirmative action policies. Should they? Why or why not?
- Include details and examples to support your answers.

Additional Instruction:

- Ask students to work in small groups to conceptualize and complete a graphic organizer that summarizes arguments made by African Americans, Hispanic Americans, and those with disabilities during the 1970s. Ask volunteers from each group to present and explain its graphic organizer to the class. Then, discuss with the class why some white Americans might have objected to some of these gains.
- Imagine you are in the courtroom of the Regents case. Write an essay that summarizes the impact of the *Regents v Bakke* case.

Additional Resources

Web Sites:

- Supreme Court rulings
<http://oyez.nwu.edu>
- affirmative action pro/con
<http://aad.english.ucsb.edu/>

Community Connections

- Bring in a lawyer or business executive to speak.

Informal Assessment

Clearly marked assessment in the lesson.