

A More Perfect Union
The Origins and Development of the U.S. Constitution
Final Project, Year Three
Curriculum Mini-Unit: Post WWII American Society
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Overview and State Standards:

This Mini-Unit will examine the Post World War II effects on American Security and Civil Rights. This will include the Crisis over Cuba and key aspects of The Civil Rights Movement. Additionally, attention will be given to President John F. Kennedy's leadership ability during these events, and African Americans who led the demand for equality and civil protection in America.

The Massachusetts Curriculum Frameworks Standards used during this unit will include;

History:

1. Chronology and Cause
2. Historical Understanding
3. Research , Evidence and Point of View

Geography:

9. The Effects of Geography

Economics:

13. American and Massachusetts Economic History

Civics and Government

16. Authority, Responsibility and Power
18. Principles and Practices of American Government

My Pedagogical Approach:

The teaching approach which I use can best be explained if broken down into three distinct components. These components derive from many years of working with and teaching At-Risk Students within our Massachusetts education system. The first component involves a clear understanding of Content-Material/Core Knowledge and skills of reasoning, reflection and research. This understanding should be fortified with current and regular attendance of professional development and seminar instruction. Content Material must also be nested with current Massachusetts Frameworks as well so that each lesson is aligned with approaching state mandated testing requirements. The second component includes a clear understanding of your audience and a clear understanding of their particular strengths and areas requiring improvement. With regard to this concept I have incorporated the works of Howard Gardner and his "Multiple Intelligences". I try to incorporate in each lesson, tasks which involve auditory and visual processing as well as kinetic hands-on tasks with role playing as an added benefit to help with complex historical issue. "Battle Boards as I like to call them, are also used to give visual understanding and a hands-on approach to complex land forms and military engagements. Small multi-media excerpts lasting no longer than 5-10 minutes in length coupled with music and literature of the time period being explored are an added characteristic of my lesson plans. Having a clear and documented understanding of students key strengths also helps. The third and last component relates to a level of compassion and drive required to inspire and intrigue students. This above all, is the key to teaching. Teaching in a manner that reflects compassionate coaching with clear and critical encouraging commentary on students work (MA Curriculum Frameworks 1997)

Time Frame: This Mini-Unit should be completed in Two weeks of class periods.

First Week

The Crisis In Cuba October 1962

United States History

Level Grades 9

Goal:

To identify the key components, which helped shape, the Kennedy Administrations decision making process to include, policy, culture and the social viewpoint of the time.

Objectives:

- Explain how the identification of long range missile sites in Cuba affected United States security.
- Discuss and debate the developments that arose around the discovery of offensive missiles and the president's options to deal with them.
- Diagram, using a concept web, the elements that made the Cuban Missile Crisis a world wide issue.
- Illustrate through drawing the political tension between the United States and the Soviet Union...

Background/ Preparation: (1- class period)

Readings and group discussion shall be covered prior to this lesson. Particular attention will be given to:

- The development of the Superpower Structure and Global Supremacy.
- The Bay of Pigs Invasion.
- The McCarthy Hearings and Hunting Communist within our citizens.

Initiating Activity: (1- class period)

- Students, given individual text will read aloud the growing tension between the superpowers of the United State and the Soviet Union. (**Learning Standard 1**, Chronology and Cause.)
- Students will draft notes in their notebooks from prepared overhead projection terms based on the lessons reading in order to build vocabulary. Key terms include; Superpower, Exile, Bay of Pigs Invasion, Central Intelligence Agency, Nikita Khrushchev, Quarantine, Blockade .
(**Learning Standard 1**, Chronology and Cause.) **Learning Standard 16**, Authority,

Responsibility, and Power

Lesson Core: (1-2 class periods)

- Students will interact with teacher led discussion depicting the discovery of offensive weapons 90 miles from Florida; they will draw illustrations of Cuba with a trajectory circumference showing the range of the missiles. (see map on next page)



- Students will be asked a series of fact or opinion questions, using their notes and text materials and grouped into pairs, students will research supporting evidence for each of their answers to the series of questions. Questions will include:

1. What options are available to President Kennedy?
2. How did we get into this situation in the first place?
3. Describe at least three Kennedy life qualities that helped give him the edge during this crisis.
4. After having difficulty during the Korean conflict, did the United States Military leaders want to go to war in Cuba?

(**Learning Standard 2**, Historical Understanding.) (**Learning Standard 1**, Chronology and Cause. **Learning Standard 3**, Research, Evidence and Point of View, **Learning Standard 16**, Authority, Responsibility, and Power)

Auditory Learning (1- class period)

- Short Audio excerpt of the Cuban missile crisis discussion held on October 18, 1962 in the White House. (Running time: 2:12 minutes.) This period of instruction will be followed by teacher led discussion on topics (**Learning Standard 1**, Chronology and Cause.)

and

Visual Learning:

- Student will draft a short writing essay, “A Pearl”, describing the meaning of this cartoon as it may relate to the Crisis in Cuba during October 1962. (The 5 paragraph essay format will be used.) **Learning Standard 3**, Research, Evidence and Point of View, **Learning Standard 16**, Authority, Responsibility, and Power



Culminating Activity: (1- class period)

- Students will view excerpts of a multimedia piece on the crisis called; “13 Days”, to help aid with connecting the idea of Global Supremacy and the concept of the term “Superpower”. Key concepts from the multi media presentation will be transcribed into notes by student while they view this presentation. Student will also read aloud excerpts of the President’s address and discuss as a group its effect.

(see excerpt below)

(**Learning Standard 18**, Principles and Practices of American Government.)

(**Learning Standard 1**, Chronology and Cause.)

Assessment:

- Students will take part in teacher directed verbal “dip-sticking in order to gauge understanding and a day five written assessment to include matching, open response, multiple choice, and true and false type questions.

Materials:

- Prentice Hall, “The American Nation”, Overhead film, Video, Political Cartoons, essay writing paper.

Homework Assignment:

- Various assigned skill builders from text designed to stimulate subjected matter thinking at home several hours after the initial lesson.

3) Third: It shall be the policy of this nation to regard any nuclear missile launched from Cuba against any nation in the Western Hemisphere as an attack by the Soviet Union on the United States requiring a full retaliatory response upon the Soviet Union.

4) Fourth: As a necessary military precaution, I have reinforced our base at Guantanamo, evacuated today the dependents of our personnel there and ordered additional military units to stand by on an alert basis.

5) Fifth: We are calling tonight for an immediate meeting of the Organ of Consultation under the Organization of American States,

Second Week

A Movement of Rights

United States History
Level Grades 9

Goal:

To identify the key components, which helped shape, the Civil Rights Movement during the late 1950's and early 1960's.

Objectives:

- Explain how the discrimination affected the lives of minorities Americans in the United States
- Discuss the role the Supreme Court played in this period of time.
- Describe the role of African American leaders.
- Illustrate through the drawing of concept webs, tensions on the American Society during this period.

Background/ Preparation: (1- class period)

Readings and group discussion shall be covered prior to this lesson. Particular attention will be given to:

- The development of Segregation in the South.
- Jim Crow.
- Thurgood Marshall and his role as a legal mind of the time.



Initiating Activity: (1- class period)

- Students, given key terms and their text, will in groups, use semantic mapping to properly identify cause and timeframe. Key terms include; Segregation, Integration, Civil Rights Movement, Boycott, Civil Disobedience, Martin Luther King, Brown v. Board of Education, NAACP, Rosa Parks, The Little Rock Nine. (**Learning Standard 1**, Chronology and Cause.)

or

- Students will draft notes in their notebooks from prepared overhead projection terms based on the lessons reading in order to build vocabulary. (**Learning Standard 1**, Chronology and Cause.)

Lesson Core: (1-2 class periods)

- Students view a photo of racial tension and then take part in a teacher led discussion Discrimination in America. (see photo below)



- Students will view a multi-media presentation, “The Shadow of Hate” Intolerance in America, from the Southern Poverty Law Center 2006 (**Learning Standard 2**, Historical Understanding.) (**Learning Standard 5, 6**, Literature in History, Technology in History.)



Culminating Activity: (1- class period)

- Students will illustrate using pencils and drawing materials, the segregation regions within the United States. (**Learning Standard 7**, Physical Space of the Earth.)



Assessment:

- Students will complete deskwork to include vocabulary rein forcer, chronologically identify people places and events, illustrating an outline, and identifying fact or opinion.

Materials:

Prentice Hall, “The American Nation”, Overhead film, Video, Teachings in Tolerance, Southern Poverty Law Center 2006.

Homework Assignment:

Various assigned skill builders from text.