

## Unit 8: Change in the Digital Age

### Overview

#### Relevant Standards: Bold indicates priority

- US.His.2.b. Assess the US response to human rights violations around the world (e.g., genocide, **support for free elections**, sanctions, humanitarian aid, funds for human rights organizations).
- US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory.
- US.His.14.f. Analyze the multiple and complex causes and effects of the September 11th attacks on domestic and foreign policy.
- US.His.5.c. Analyze how the September 11th attacks shaped perspectives in the United States (e.g., **views of Muslims and Sikhs, Department of Homeland Security, Transportation Security Administration, Patriot Act**).
- US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline).
- US.Eco.8.b. Describe domestic economic policies in terms of market outcomes (e.g., **North American Free Trade Agreement**, Electronic Benefit Transfer, Great Recession, Dodd-Frank Wall Street Reform and Consumer Protection Act, Puerto Rico Oversight, Management, and Economic Stability Act).
- US.Geo.12.a. Evaluate the effects of human-made and natural catastrophes on global trade, politics, and human migration in the United States (e.g., **Hurricane Katrina**, Flint water crisis, Deepwater Horizon oil spill, climate change, investments in green technology).
- US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence).

### Overview

This capstone unit examines the period from the 1990's through the early 21st century. Students will study key events, like the passage of NAFTA, the September 11th attacks, Hurricane Katrina, the Great Recession, and the rise of social media with the goal of comparing them to earlier developments in American history. In making these connections, students will conclude their study of modern American history by grappling with enduring tensions, recognizing that questions surrounding the size of the government, the balance between liberty and security, and responses to crises, and the impact of new technologies manifest in new ways while retaining echoes of the past.

| Essential Question(s):   |  |
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| <ul style="list-style-type: none"> <li>How do events in the contemporary United States represent change and continuity over time?               <ol style="list-style-type: none"> <li>Was the War on Terror a fundamental shift in America's foreign policy and approach to civil liberties?</li> <li>How different are recent economic crises and natural disasters from those that came before?</li> <li>How different is the impact of today's digital media on politics compared to the impact of radio and TV?</li> </ol> </li> </ul>  |  |
| Enduring Understanding(s):   |  |
| <ul style="list-style-type: none"> <li>EQ1: The War on Terror represents a modern manifestation of enduring historical tensions between national security and civil liberties. American presidents have often framed foreign interventions in terms of national ideals, and periods of perceived threat have often led to debates over and restrictions on individual freedoms. However, terrorism replaced communism as a focal point of US foreign policy, and unprecedented technological capabilities for surveillance altered the scale and scope of these debates.</li> <li>EQ2: The government's response to contemporary crises like Hurricane Katrina and the Great Recession reflects historical tensions regarding the government's role in addressing economic inequality and providing social welfare. Events like the Great Depression have prompted significant federal intervention, as well as debates over the extent of government responsibility and the impact of policies on different social and racial groups. These debates continue today, but the scale of late 20th-century deregulation, the interconnectedness of the 21st-century global economy, and the specific vulnerabilities exposed by climate-related disasters, present unique challenges.</li> <li>EQ3: The rise of social media platforms and the 24/7 news cycle are modern examples of how technological innovation impacts American political discourse and societal cohesion. New media technologies such as radio and television have consistently reshaped how citizens receive information and engage with politics, often promising greater connection while also creating new avenues for influence. However, the digital age introduces novel developments such as algorithmic echo chambers, the unprecedented speed and reach of information, and the decline of universally trusted news sources, which have fundamentally altered the landscape of public discourse and civic engagement.</li> </ul> |  |
| Demonstration of Learning:   |  |
| <ul style="list-style-type: none"> <li>Write an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views (on the final exam).</li> </ul>  |  |
| Connections to Prior Units:  | Connections to Future Units:                       |
| <ul style="list-style-type: none"> <li>This unit is designed to repeatedly prompt comparisons to significant events students have already studied over the course of the year. Each lesson directly compares a significant historical event after the year 1990 to comparable events at other moments in modern American history.</li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul> |

| Family Overview (link below)   | Pacing for Unit  |
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| •  | •  |
| Integration of Technology:   | Aligned Unit Materials, Resources, and Technology:   |
| <ul style="list-style-type: none"> <li>Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.</li> </ul>  | <ul style="list-style-type: none"> <li>Textbook</li> <li>Primary/secondary sources listed below</li> </ul>   |
| Opportunities for Interdisciplinary Connections:   | Anticipated misconceptions:  |
| •  | <ul style="list-style-type: none"> <li>Students may fail to recognize similar moments in history, reflecting a natural human bias towards the present and/or their own experiences.</li> <li>Students may likewise fail to recognize unique circumstances of the present, falling into overly simplistic conclusions that “nothing changes.”</li> </ul>  |
| Differentiation through <a href="#">Universal Design for Learning</a>  |  |
| <b>UDL Indicator</b> <ul style="list-style-type: none"> <li>CHECKPOINT 3.4 Maximize transfer and generalization</li> </ul>   | <b>Teacher Actions:</b> <ul style="list-style-type: none"> <li>Provide scaffolds that connect new information/texts to prior knowledge and anchor texts studied over the course of the year</li> <li>Embed new ideas/texts in familiar ideas and contexts studied throughout the year</li> <li>Provide explicit, supported opportunities to generalize learning to new situations by reflecting on essential questions over the duration of the course</li> <li>Offer opportunities over time to revisit key ideas and linkages between texts</li> </ul> |
| Supporting Multilingual/English Learners   |  |
| <b>Related <a href="#">CELP standards:</a></b> <ul style="list-style-type: none"> <li>9-12.9 An EL can ... create clear and coherent grade-appropriate speech and text.</li> </ul> | <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>Level 1: With prompting and supports, communicate basic information about elections since 2000.</li> <li>Level 2: With prompting and supports, introduce and explain a sequence of elections since 2000, providing facts about the popular vote</li> </ul>   |

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|  | <ul style="list-style-type: none"><li>• Level 3: With guidance and supports, introduce and explain a sequence of elections since 2000, providing facts about the popular vote and using common transitional phrases</li><li>• Level 4: Introduce and develop a detailed account of elections since 2000, using a variety of complex transitions to link major sections of the text.</li><li>• Level 5: Introduce and effectively develop a detailed account of elections since 2000, using a variety of complex transitions to link major sections of the text and clarify relationships between ideas.</li></ul> |
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### Lesson Map

| Lesson | Learning Targets   | Sources  | Knowledge   | Vocabulary |
|--------|--|--|---|------------|
| 1      | <ul style="list-style-type: none"> <li>I can compare and contrast Clinton's domestic policies with Reagan's approach to government.</li> </ul>                           | <a href="#">Clinton's State of the Union</a><br><a href="#">Clinton on Welfare Reform</a><br><a href="#">Reagan's Inaugural</a> *<br><a href="#">Income Inequality</a> *<br><a href="#">Election Results</a> | Bill Clinton<br>NAFTA<br>Welfare Reform<br>Deregulation<br>Supply Side Economics  |            |
| 2-EQ1  | <ul style="list-style-type: none"> <li>I can compare and contrast the domestic response to 9/11 with earlier responses to national security threats</li> </ul>           | <a href="#">DOJ on Patriot Act</a><br><a href="#">ACLU on Patriot Act</a><br><a href="#">The Sedition Act</a> *  | George W. Bush<br>Dept. of Homeland Security<br>Transportation Security Admin.<br>Patriot Act<br>Views of Muslims and Sikhs |            |
| 3-EQ1  | <ul style="list-style-type: none"> <li>I can compare and contrast post-9/11 foreign policy with earlier American interventions abroad.</li> </ul>                        | <a href="#">Bush's Axis of Evil</a><br><a href="#">Wilson's Request</a> *<br><a href="#">Truman Doctrine</a> *   | War in Afghanistan<br>Al-Qaeda<br>Osama bin Laden<br>Operation Iraqi Freedom<br>War on Terror                               | Preemptive |
| 4-EQ2  | <ul style="list-style-type: none"> <li>I can compare and contrast the response to Hurricane Katrina with responses to previous national disasters and crises.</li> </ul> | <a href="#">Help us now</a><br><a href="#">PEW Research</a><br><a href="#">Negro CCC or Rampy Burdick?</a> *<br><a href="#">Social Security Exemptions</a> *<br><a href="#">FDR Critique</a> *               | Hurricane Katrina (2005)<br>FEMA<br>New Orleans Levee System<br>Federal vs. State Response<br>Racial/Economic Disparities   |            |
| 5-EQ2  | <ul style="list-style-type: none"> <li>I can compare and contrast the response to Great Recession with FDRs response to the Great Depression</li> </ul>                  |  | Barack Obama<br>Great Recession (2008)<br>Dodd-Frank Wall Street Reform<br>Consumer Protection Act<br>Affordable Care Act   |            |
| 6-EQ3  | <ul style="list-style-type: none"> <li>I can compare and contrast the political</li> </ul>   | <a href="#">Pew Research News and Trust</a>  | 24-hour news cycle  |            |

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|    | impact of modern digital media with that of earlier mass media | <a href="#">Social Media Ruining Politics</a> | Echo chambers<br>Social media algorithms<br>Adoption rates<br>Mass Media |  |
| 7  | • Flex   |   |  |  |
| 8  | • Flex   |   |  |  |
| 9  | • Flex   |   |  |  |
| 10 | • Flex   |   |  |  |