

Unit 8: National Identity in a 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

The final unit of the course examines questions of national identity since the 2000 election. The unit allows students to enter a national conversation regarding division and polarization in American society by examining the elections of three presidents and a major crisis each of them faced during their presidency. Students begin by learning about the elections of George Bush, Barack Obama, and Donald Trump, including each candidate's performance across multiple demographics in the popular vote, as well as the electoral college. Students then explore how each administration, and the public at large, reacted to a significant crisis. Students conclude by considering the impact of technology and social media in further uniting or dividing the country, equipping them to participate in the democratic process as critical consumers of information.

Essential Question(s):	
<ul style="list-style-type: none"> Has America grown more united since 2000? <ol style="list-style-type: none"> How have presidential elections united and divided American society? How have national crises united and divided American society? How has technology united and divided American society? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> EQ1 - Elections since 2000 have been incredibly close and fiercely contested, often illustrating significant divisions in American society. Despite these divisions, American institutions have consistently upheld the democratic process. EQ2 - American society has faced a number of significant challenges since the year 2000. Oftentimes Americans have banded together in response to threats or challenges, but in doing so have also sometimes highlighted divisions in American society, reinforcing “we/they” dynamics and excluding those deemed to be less American. The government has typically intervened in response to these challenges, but those interventions have been contentious in their own right. EQ3 - The rise of social media promised to/and allows for unprecedented connection across society. In many ways, Americans are more technologically connected than ever, but the 24 hour news cycle and social media have also created echo chambers that have further divided Americans with differing political allegiances/identities. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> Write an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. Unit Exam 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> Students will have considered the theme of national unity twice in 8th grade. In that course, summative inquiries ask students to evaluate the extent to which the Constitution and the Civil War united the country. Students will have previously studied the impact of threats and challenges on national unity in Unit 4. In that unit, students study ways in which the attack on Pearl Harbor, and WWII as a whole, impacted a shared sense of national identity. 	<ul style="list-style-type: none">

Family Overview (link below)	Pacing for Unit
•	• 10 classes, 4 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	• Textbook • Primary/secondary sources listed below
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
•	•
Differentiation through Universal Design for Learning	
UDL Indicator <ul style="list-style-type: none"> CHECKPOINT 3.4 Maximize transfer and generalization 	Teacher Actions: <ul style="list-style-type: none"> Provide scaffolds that connect new information/texts to prior knowledge and anchor texts studied over the course of the year Embed new ideas/texts in familiar ideas and contexts studied throughout the year Provide explicit, supported opportunities to generalize learning to new situations by reflecting on essential questions over the duration of the course Offer opportunities over time to revisit key ideas and linkages between texts
Supporting Multilingual/English Learners	
Related CELP standards: <ul style="list-style-type: none"> 9-12.9 An EL can ... create clear and coherent grade-appropriate speech and text. 	Learning Targets: <ul style="list-style-type: none"> Level 1: With prompting and supports, communicate basic information about elections since 2000. Level 2: With prompting and supports, introduce and explain a sequence of elections since 2000, providing facts about the popular vote 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 Level 4: Introduce and develop a detailed account of elections since

	<p>2000, using a variety of complex transitions to link major sections of the text.</p> <ul style="list-style-type: none">• 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..
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Lesson Map

Lesson	Learning Targets	Sources	Knowledge	Vocabulary
1-EQ1	<ul style="list-style-type: none"> Determine what presidential election results since 2000 indicate about national identity. 	Popular vote counts Electoral college results Demographic breakdowns Op Ed Articles	Bush v Gore (2000) Obama v McCain (2008) Trump v Clinton (2016)	
2-EQ2	<ul style="list-style-type: none"> I can describe the causes of the September 11th attacks, the government's response, and evaluate the impact on American society. 	Bush approval ratings Polling Op Ed Articles	War in Afghanistan Invasion of Iraq Views of Muslims and Sikhs Dept. of Homeland Security Patriot Act	
3-EQ2	<ul style="list-style-type: none"> I can describe the Great Recession, the government's response, and evaluate the impact on American society. 	Obama approval ratings Polling Op Ed Articles	Great Recession Dodd-Frank Wall Street Reform Consumer Protection Act Affordable Care Act	
4-EQ2	<ul style="list-style-type: none"> I can describe the Coronavirus Pandemic, the government's response, and evaluate the impact on American society. 	Trump approval ratings Polling Op Ed Article	Vaccination Quarantine Restrictions Executive Order 13769	
5-EQ3	<ul style="list-style-type: none"> I can analyze the impact of multimedia on American politics and public discourse 		24-hour news cycle Echo chambers Social media algorithms	
6	<ul style="list-style-type: none"> I can participate in a seminar discussion with my peers to evaluate whether American Society has grown more divided since the 2000 election. I can draft a thesis and outline an argument in response to a summative prompt. 			
7	<ul style="list-style-type: none"> I can draft a document based essay 			

	supporting a historical argument.			
8	<ul style="list-style-type: none"> I can revise a prior essay to strengthen my historical argument. 			
9	<ul style="list-style-type: none"> Assess/flex 			
10	<ul style="list-style-type: none"> Flex 			