



SUGGESTED
**INSTRUCTIONAL
PLANNING GUIDE**

for the Mississippi College- and Career-Readiness Standards

Social Studies

US HISTORY
Standards 6-9



2024



MISSISSIPPI
DEPARTMENT OF
EDUCATION





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SPECIAL ACKNOWLEDGEMENTS

Library of Congress • Mississippi Department of Archives and History • Mississippi Arts of Commission
National Park Service • Alexandria Drake • Lien Beale • Caroline Bartlett • Tammy Crosetti • Stephanie Peabody



INTRODUCTION

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement in social studies, equipping citizens to solve complex problems, and establishing fluent communication skills while preparing students for college, career, and civic life. Instructional Planning Guides for the Mississippi College and Career Readiness Standards for Social Studies serve as a roadmap for teachers to plan and implement effective instruction that aligns with academic standards in the social studies content area. These guides provide a framework for teachers to develop learning objectives, select appropriate instructional strategies, and design assessments that measure student understanding and mastery of social studies concepts and skills. The Instructional Planning Guides are designed to be robust and relevant to the real world, reflecting the knowledge and skills students need to succeed in college and careers and allowing students to compete in the global economy.

PURPOSE

This document is designed to provide districts, instructional coaches, and K-12 social studies teachers with a basis for curriculum development. The purpose of Instructional Planning Guides for the Mississippi College and Career Readiness Standards for Social Studies is to ensure that teachers have access to high-quality resources and support to create engaging and relevant social studies learning experiences that prepare students to be informed and active citizens. These guides can also help teachers differentiate instruction to meet the needs of diverse learners, promote cultural understanding and appreciation, and integrate technology and other resources to enhance student learning.

DEVELOPMENT

Through the adoption of the 2022 Mississippi College and Career Readiness Standards for Social Studies, a committee consisting of 62 members from every congressional district recognized the need to provide educators with a comprehensive resource to develop their curriculum. The resulting Instructional Planning Guides were developed to suggest learning activities and real-world connections that are accessible and equitable for all educators in the state of Mississippi. These guides are intended to serve as a valuable tool to support educators in designing effective instruction that aligns with the standards, fosters student engagement, and prepares students for success beyond the classroom.



DISCLAIMER

The purpose of the Social Studies Instructional Planning Guides (IPGs) provided herein, which are developed by the Mississippi Department of Education, is to offer instructional support to educators. The IPGs are not intended to serve as a comprehensive curriculum for the classroom.

All learning activities, suggested skills, real-world connections, differentiation techniques, and instructional strategies outlined in the IPGs are offered as optional resources. They are designed to serve as a guide to assist in the development and enhancement of your own curriculum.

While the Social Studies IPGs aim to provide valuable insights and recommendations, it is important for educators to exercise their professional judgment and expertise when utilizing the provided materials. It is not mandatory to strictly adhere to the suggestions outlined in the IPGs, as individual teaching styles, classroom dynamics, and student characteristics may necessitate adaptations and modifications.



REFERENCE GUIDE

A **fishbowl activity** is an instructional strategy commonly used in educational settings to facilitate group discussions, critical thinking, and active participation among students. It involves creating two distinct groups: the inner circle (or fishbowl) and the outer circle. The fishbowl activity encourages active listening, critical thinking, and respectful dialogue. It provides an opportunity for students to explore different perspectives, build upon each other's ideas, and practice effective communication skills. Additionally, it allows the teacher to observe student participation and understanding while promoting a collaborative learning environment.

The **jigsaw activity** is a cooperative learning strategy widely used in educational settings to promote active engagement, collaboration, and deeper understanding of a topic. It involves dividing students into small groups and assigning each group a specific portion of the overall learning material. The groups then become experts in their assigned section and later share their knowledge with members from other groups. The jigsaw activity fosters active learning, cooperation, and interdependence among students. It encourages students to take ownership of their learning, develop expertise in a specific area, and actively contribute to the collective understanding of the whole topic. It also promotes communication skills, critical thinking, and collaboration within a structured and supportive learning environment.

Socratic Seminar is an instructional strategy that promotes critical thinking, deep discussion, and active participation among students. It is based on the Socratic method of questioning and dialogue, inspired by the teaching style of the ancient Greek philosopher Socrates. The goal of a Socratic Seminar is to foster thoughtful and reflective conversations around a specific text, issue, or topic. The Socratic Seminar encourages students to think critically, analyze texts, consider multiple perspectives, and engage in respectful and evidence-based dialogue. It helps students develop their communication skills, active listening abilities, and capacity for nuanced thinking. The teacher's role is to facilitate the discussion, ask probing questions, and guide students towards deeper understanding and critical insights.

Case study activity is an instructional strategy used by educators to engage students in a deep analysis of a real-life or hypothetical scenario. In this activity, students are presented with a detailed description of a specific situation, problem, or event. They are then expected to critically examine the information provided, apply relevant concepts, theories, or principles, and develop solutions or recommendations based on their analysis. They provide a practical and authentic learning experience that allows students to apply theoretical knowledge to real-world situations, fostering critical thinking, analytical skills, and decision-making abilities.



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SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

Standard USH 6 Great Depression and New Deal:

Analyze the causes and effects of the Great Depression and New Deal.

Vocabulary

- Uneven distribution of wealth
- Federal Reserve System
- Overproduction of industry
- Smoot-Hawley Tariff Act
- Conservative response
- Reconstruction Finance Corporation
- Bonus Army
- Rugged individualism
- Trickle-down economics
- Franklin Roosevelt
- Herbert Hoover
- New Deal
- Keynesian economics
- Organized labor
- Reforms
- Federal powers expansion
- Civilian Conservation Corps (CCC)
- Agricultural Adjustment Act (AAA)
- National Industrial Recovery Act (NIRA)
- Tennessee Valley Authority (TVA)
- Federal Emergency Relief Administration (FERA)
- Public Works Administration (PWA)
- Civil Works Administration (CWA)
- Securities and Exchange Commission (SEC)
- Works Progress Administration (WPA)
- National Youth Administration (NYA)
- Social Security Act (SSA)
- Fair Labor Standards Act (FLSA)
- National Labor Relations Act (NLRA)
- Wagner Act



Suggested Skills for Mastery of the Standard

Objective 1:

- Analyze the uneven distribution of wealth as a contributing factor to the Great Depression.
- Evaluate the impact of rampant stock market speculation on the economy.
- Analyze the collapse of the farm economy and its role in the Great Depression.
- Evaluate the policies of the federal government and the Federal Reserve System in contributing to the Great Depression.
- Analyze overproduction in the industry as a factor leading to the Great Depression.
- Evaluate the impact of the Smoot-Hawley Tariff Act on the global economy and the Great Depression.

Objective 2:

- Analyze the Reconstruction Finance Corporation and its role in Hoover's response to the Great Depression.
- Evaluate the actions and impact of the Bonus Army during the Great Depression.
- Analyze rugged individualism as a philosophy and policy approach during the Great Depression.
- Evaluate trickle-down economics as a policy response to the Great Depression.

Objective 3:

- Analyze President Franklin Roosevelt's New Deal as a response to the economic crisis of the Great Depression, including understanding the principles of Keynesian economics and how they were applied in New Deal programs.
- Evaluate the effectiveness of New Deal programs in relieving suffering, achieving economic recovery, promoting organized labor, and incorporating reforms, considering both their short-term and long-term impacts.

Objective 4:

- Evaluate the impact of Franklin D. Roosevelt's presidency on the expansion of federal powers, including understanding how the New Deal programs and policies implemented during his presidency affected the role and scope of the federal government.
- Analyze the historical context, political landscape, and policy decisions of Roosevelt's presidency to determine the extent of the expansion of federal powers during that period.



Suggested Instructional Practices:

- Provide students with primary and secondary sources related to the causes of the Great Depression and President Herbert Hoover's response. Students can analyze these sources, identify key arguments, and evidence, and evaluate their reliability, bias, and significance.
- Organize a class debate on the causes of the Great Depression, with students taking on different perspectives, such as economists, policymakers, farmers, and stock market speculators. Encourage students to analyze and evaluate each perspective's strengths and weaknesses, supporting their arguments with evidence and reasoning.
- Assign students case studies or scenarios related to the causes of the Great Depression and President Hoover's response. Students can analyze the specific details of each case, identify relevant factors, and evaluate the effectiveness of Hoover's conservative response in addressing the economic crisis.
- Have students compare and contrast different historical events, policies, or responses related to the Great Depression and President Hoover's approach. Students can analyze similarities and differences, evaluate their impact, and draw conclusions based on evidence and critical thinking.
- Use Socratic questioning techniques to engage students in critical thinking and evaluation of the causes of the Great Depression and Hoover's response. Ask open-ended questions that require students to analyze, evaluate, and justify their opinions based on evidence and reasoning.
- Assign students roles of key historical figures, such as President Herbert Hoover, policymakers, economists, farmers, and labor leaders. Students can research and prepare arguments based on their roles, engage in role-play discussions, and evaluate the strengths and weaknesses of different perspectives.
- Use graphic organizers, such as concept maps or cause-and-effect diagrams, to help students organize and analyze the causes of the Great Depression and Hoover's response. This can help students visually represent the relationships between different factors and evaluate their significance in contributing to the economic crisis.



- Analyze various factors such as the uneven distribution of wealth, stock market speculation, farm economy collapse, government policies, Federal Reserve System, overproduction of industry, and the impact of the Smoot-Hawley Tariff Act and infer how these factors contributed to the Great Depression.
- Assess President Herbert Hoover's initial conservative response to the Great Depression, including the Reconstruction Finance Corporation, the Bonus Army, rugged individualism, and trickle-down economics, and infer the rationale and potential impacts of these policies.



Learning Activities

- **Role Play:** Divide students into groups and assign each group a specific New Deal program, such as the Civilian Conservation Corps (CCC), the Works Progress Administration (WPA), or the Social Security Act. Research and analyze the goals, impact, and criticisms of their assigned program, and then engage in a role-play activity where they act out the program's implementation and effects on different stakeholders, such as workers, farmers, business owners, and the federal government.
- **Case Studies:** Provide students with case studies of individuals or communities during the Great Depression and ask students to analyze how New Deal programs may have affected their lives. Research and analyze how the CCC impacted young unemployed men, or how the Agricultural Adjustment Act (AAA) affected farmers in different regions. Students can then present their findings and evaluate the effectiveness of New Deal programs in achieving their intended goals.
- **Debate:** Organize a class debate on the effectiveness of New Deal programs in addressing the economic crisis of the Great Depression. Assign students different perspectives, such as pro-New Deal and anti-New Deal, research and prepare arguments based on historical evidence. During the debate, students can use their analytical skills to present and evaluate arguments, counterarguments, and evidence, and engage in critical thinking to form and support their opinions.
- **Compare and Contrast:** Compare and contrast the New Deal with other economic theories and policies, such as Keynesian economics, laissez-faire capitalism, and socialism. Students can research and analyze the key principles, goals, and outcomes of these different economic theories and policies, and then evaluate how the New Deal aligned or diverged from students. This activity can help students develop their critical thinking and evaluative skills in analyzing different economic ideologies and their application in historical contexts.
- **Historical Research and Analysis:** Provide students with primary and secondary sources related to the New Deal, such as speeches, letters, photographs, and articles, and ask students to conduct historical research and analysis. Students can critically evaluate the reliability, bias, and perspective of different sources, and use evidence from the sources to support their analysis of the effectiveness of New Deal programs, the expansion of federal powers, and the impact of Roosevelt's presidency. This activity can help students develop their research, analysis, and critical thinking skills.
- **Writing Assignments:** Assign students writing tasks that require students to analyze and evaluate the New Deal and its impact on the Great Depression and the expansion of federal powers. Students can write essays, argumentative papers, or



policy briefs where they critically analyze the effectiveness of New Deal programs, evaluate the impact of Roosevelt's presidency on federal powers, and provide evidence-based recommendations for improving or reforming New Deal policies. This activity can help students develop their analytical, evaluative, and communication skills.



Sample Multiple Choice

1. Part A: Which of the following New Deal programs was aimed at promoting organized labor during the Great Depression?

- a) Civilian Conservation Corps (CCC)
- b) Social Security Administration (SSA)
- c) National Industrial Recovery Act (NIRA)
- d) Tennessee Valley Authority (TVA)

Part B: Based on your response in Part A, what is the most likely reason for this program's inclusion in the New Deal?

- a) To address unemployment and provide jobs.
- b) To provide retirement benefits for elderly citizens.
- c) To support environmental conservation efforts.
- d) To promote infrastructure development in rural areas.

2. Which of the following best reflects the impact of Franklin D. Roosevelt's presidency on the expansion of federal powers?

- a) Limited the powers of the federal government through deregulation and reduced government intervention in the economy.
- b) Maintained the status quo of federal powers, without significant expansion or contraction.
- c) Expanded the powers of the federal government through the New Deal programs and increased government intervention in the economy.
- d) Abolished federal agencies and programs, leading to a decrease in federal powers.

3. Which of the following statements best describes the impact of the Smoot-Hawley Tariff Act during the Great Depression?

- a) The Smoot-Hawley Tariff Act lowered tariffs on imported goods, promoting international trade and economic recovery.
- b) The Smoot-Hawley Tariff Act raised tariffs on imported goods, leading to retaliatory tariffs by other countries and further damaging global trade.
- c) The Smoot-Hawley Tariff Act eliminated tariffs on imported goods, causing a flood of foreign goods in the domestic market, and worsening the economic crisis.
- d) The Smoot-Hawley Tariff Act had no significant impact on the economy during the Great Depression.



4. Which of the following best explains the collapse of the farm economy during the Great Depression?
 - a) Technological innovations from the Industrial Revolution made farming less profitable.
 - b) The Federal Reserve System raised interest rates, making it harder for farmers to borrow money.
 - c) The policies of the federal government favored urban industries over agricultural interests.
 - d) The uneven distribution of wealth led to a decrease in demand for farm products.

5. What was President Herbert Hoover's initial conservative response to the Great Depression and what role did the Reconstruction Finance Corporation (RFC) and trickle-down economics play in it?
 - a) Hoover disbanded the RFC and implemented a plan for direct relief to individuals, prioritizing the needs of the working class.
 - b) Hoover created the RFC to provide loans to large businesses and financial institutions, believing that prosperity would flow from smaller businesses to individuals.
 - c) Hoover imposed high tariffs on foreign goods through the Smoot-Hawley Tariff Act, which led to increased revenue for the government and economic growth.
 - d) Hoover implemented a system of public works projects, such as the construction of highways and bridges, to create jobs and stimulate economic growth.

6. Which of the following best describes the New Deal's approach to deficit spending during the Great Depression?
 - a) The New Deal rejected deficit spending as a solution to the economic crisis, favoring instead a balanced budget approach.
 - b) The New Deal initially relied on deficit spending to finance emergency relief programs but later abandoned the practice in favor of austerity measures.
 - c) The New Deal embraced deficit spending as a means of stimulating economic growth and providing relief to those in need.
 - d) The New Deal implemented deficit spending primarily to bail out failing banks and corporations, rather than to support ordinary Americans.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

Standard USH 7 World War II:

Examine the nation's role in World War II and the impact on domestic and international affairs.

Vocabulary

- Isolationist debate
- Franklin D. Roosevelt
- Harry S. Truman
- Dwight D. Eisenhower
- Douglas MacArthur
- George S. Patton
- Blitzkrieg
- Island-hopping
- Amphibious landings
- Holocaust
- Bataan Death March
- Nuremberg Trials
- Universal Declaration of Human Rights
- Atomic bombs
- Mobilization
- Rationing
- Price controls
- Prohibition of discrimination in the defense industry
- Sale of bonds
- Wage controls
- Nisei
- A. Phillip Randolph
- Bracero Program
- Zoot Suit Riots
- Double V Campaign
- Rosie the Riveter
- Internment
- *Korematsu v. United States (1944)*
- Mobilization



Suggested Skills for Mastery of the Standard

- **Map skills:** Locate on a world map the countries involved in World War II, including the United States, Japan, Germany, Italy, and the Soviet Union. They should also be able to identify the locations of major battles, such as Pearl Harbor and Normandy.
- **Chronology skills:** Place key events in World War II in chronological order, including the invasion of Poland, the Battle of Britain, the attack on Pearl Harbor, D-Day, and the dropping of the atomic bombs on Hiroshima and Nagasaki.
- **Analysis skills:** Analyze political and military leaders and their roles in World War II, including their strategies and decision-making. They should also be able to evaluate the effectiveness of military strategies such as blitzkrieg and island-hopping.
- **Research skills:** Conduct research on war crimes committed during World War II and the U.S. response, including the Nuremberg Trials and the Universal Declaration of Human Rights.
- **Vocabulary skills:** Define and use vocabulary related to World War II, including terms such as rationing, mobilization, discrimination, internment, and genocide.
- **Reading comprehension skills:** Read and understand primary and secondary sources related to World War II, including speeches, letters, and historical texts.
- **Critical thinking skills:** Analyze the impact of World War II on society and politics, including the role of women and minorities in the war effort, the effects of government control on the economy, and the ethical implications of dropping atomic bombs on Japan.
- **Writing skills:** Write analytical essays and research papers about World War II topics, using evidence from primary and secondary sources to support their arguments.



Suggested Instructional Practices:

- Use maps and visual aids to teach the geography of the areas involved in World War II, including the Pacific and European theaters of war.
- Use primary sources, such as speeches and letters from significant leaders like Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, Douglas MacArthur, and George S. Patton to help students understand their roles in the war.
- Use case studies to explore the impact of military strategies, such as the blitzkrieg, island-hopping, and amphibious landings, on specific battles and campaigns of World War II.
- Use primary and secondary sources to analyze the U.S. response to war crimes committed during World War II, including the Holocaust and Bataan Death March, as well as the Nuremberg Trials and the postwar Universal Declaration of Human Rights.
- Encourage class discussions and debates to help students analyze the reasons for and results of dropping atomic bombs on Japan, including ethical considerations and alternative courses of action that were available.
- Use primary and secondary sources to help students understand the mobilization of various industries, such as the automobile and steel industries, to meet war needs, as well as the impact of the war on the home front.
- Use case studies to explore the contributions of minority populations, including Native Americans, African Americans, Japanese Americans, and women, to the war effort and their experiences of discrimination and segregation during the war.
- Use primary and secondary sources to trace how the U.S. government took control of the economy through rationing, price controls, limitations on labor unions, prohibition of discrimination in the defense industry, the sale of bonds, and wage controls.
- Use case studies and primary sources to discuss the impact and challenges faced by women and minorities during the war, including A. Phillip Randolph, Bracero Program, the Zoot Suit Riots, the Double V Campaign, and Rosie the Riveter.



- Use primary and secondary sources to help students summarize the discrimination that Japanese Americans faced during WWII, including internment and *Korematsu vs. the United States (1944)*.



Learning Activities

Objective 1:

- **Class debate:** Organize a classroom debate on the topic of isolationism, with students taking on different perspectives and presenting arguments based on historical events and evidence from the 1920s through the 1930s.
- **Timeline analysis:** Have students create timelines that highlight key events and changes in U.S. foreign policy from the 1920s to the bombing of Pearl Harbor and analyze how and why the nation's foreign policy evolved during this period.

Objective 2:

- **Role-playing activity:** Assign students roles of significant World War II leaders, and have students research and present on the background, actions, and impact of their assigned leader. Students can engage in a mock press conference or debate, where they respond to questions as their assigned leader.

Objective 3:

- **Mapping activity:** Provide students with maps of key theaters of World War II and have students identify and label the military strategies used, such as blitzkrieg, island-hopping, and amphibious landings. Students can analyze the effectiveness of these strategies in achieving military objectives.
- **Case study analysis:** Provide students with case studies or examples of military strategies used in specific battles or campaigns during World War II and have students analyze the reasons behind the selection of these strategies, their implementation, and their impact on the outcome of the battles or campaigns.

Objective 4:

- **Graphic Organizers:** Students can use graphic organizers, such as T-charts or double bubble maps, to compare and contrast different aspects of the U.S. response to war crimes. They can organize information about the Nuremberg Trials and the postwar Universal Declaration of Human Rights into categories and identify similarities and differences.
- **Writing Activities:** Students can engage in writing activities, such as compare and contrast essays or response papers, where they analyze and evaluate the U.S. response to war crimes during World War II. They can use evidence from primary and secondary sources to support their arguments and demonstrate their understanding of the similarities and differences between different responses.

**Objective 5:**

- **Primary source analysis:** Provide students with primary source documents such as the diary entries of President Truman, newspaper articles, or letters from soldiers. Ask students to read and analyze the documents to determine the reasons for and results of dropping the atomic bombs. This activity will help students to develop critical thinking skills by analyzing and evaluating primary source documents.
- **Creative writing:** Ask students to imagine that they are President Truman and to write a speech explaining the reasons for and results of dropping the atomic bombs. Encourage students to consider different perspectives and use evidence to support their arguments. This activity will help students to develop their persuasive writing skills while also deepening their understanding of the historical context and decision-making process surrounding the use of atomic bombs.

Objective 6:

- **Research and presentation:** Assign students to research a specific industry that played a role in the war effort, such as the automobile or steel industry, and create a presentation on how that industry was mobilized to meet war needs. Students can present their findings to the class and discuss how the industry's efforts contributed to the war effort.
- **Simulation game:** Have students participate in a simulation game where they take on the roles of different industry leaders during World War II. The game could include challenges such as meeting production quotas, rationing resources, and complying with government regulations. This activity can help students understand the complexities of mobilizing industries during wartime and the importance of cooperation between the government and private sector.

Objective 7:

- **Compare and contrast:** Divide the class into groups and assign each group a different minority population that made contributions to the U.S. military during World War II. Then, have each group create a Venn diagram that compares and contrasts the experiences of their assigned group with another group. For example, one group could compare the experiences of Japanese American soldiers (442ND Infantry Regiment) with African American soldiers (Tuskegee Airmen) or Native American soldiers (Navajo Code Talkers).

**Objective 8:**

- **Analyzing primary sources:** Provide students with copies of primary sources such as government posters, advertisements, and propaganda from the time period. Have students analyze the sources and discuss how the government used these tactics to control the economy during WWII. This activity will help students understand the messaging and strategies that were used to promote the war effort and support the government's control of the economy.

Objective 9:

- **Creative Writing Assignment:** Have students write a creative story from the perspective of a woman or minority group member during the war. Encourage students to research their character's experiences and include details about the challenges they faced. This activity will help students develop empathy and a deeper understanding of the impact of the war on different groups.

Objective 10:

- **Primary source analysis:** Provide students with a selection of primary sources related to Japanese American internments, such as government documents, news articles, and personal testimonies. Have students analyze the sources and write a short summary of the discrimination faced by Japanese Americans during WWII.
- **Mock trial:** Organize a mock trial based on the Supreme Court case *Korematsu v. United States*. Assign students roles as lawyers, judges, witnesses, and jurors. Have students research and present arguments for and against the government's internment policy and the constitutionality of *Korematsu's* conviction.



Sample Multiple Choice

1. What can be inferred about the U.S. government's foreign policy in the years leading up to the bombing of Pearl Harbor?
 - a) The U.S. government favored isolationism and did not want to get involved in foreign conflicts.
 - b) The U.S. government was actively involved in global affairs and sought to maintain international peace and stability.
 - c) The U.S. government was divided in its approach to foreign policy, with some leaders favoring isolationism and others favoring interventionism.
 - d) The U.S. government only became involved in foreign conflicts when directly attacked or threatened.
2. During World War II, what was the purpose of Executive Order 8802, which was signed by President Roosevelt on June 25, 1941?
 - a) To prohibit racial discrimination in the armed forces.
 - b) To establish the War Production Board and regulate production.
 - c) To allow Japanese Americans to be released from internment camps.
 - d) To guarantee fair employment practices and prohibit discrimination.
3. Which of the following statements best describes the significance of the Double V Campaign during World War II?
 - a) The Double V Campaign was a propaganda effort to promote the war effort and encourage enlistment in the military.
 - b) The Double V Campaign was a call for African American soldiers to fight against racial discrimination within the military.
 - c) The Double V Campaign was a movement that aimed to secure civil rights and equal treatment for African Americans at home and abroad.
 - d) The Double V Campaign was a political campaign that urged African Americans to vote in large numbers to achieve political representation.
4. As a symbol of women's contribution to the war effort, what broader implications did Rosie the Riveter have for women's roles in the workforce and society?
 - a) It reinforced traditional gender roles and limited women's employment opportunities after the war.
 - b) It led to increased opportunities for women in non-traditional fields and contributed to a shift in gender roles.
 - c) It had no significant impact on women's roles in the workforce or society.
 - d) It led to a backlash against women in the workforce and contributed to a decline in women's employment after the war.



5. How did the Zoot Suit Riots impact the Mexican American community during WWII?
 - a) It brought greater attention to the contributions of Mexican Americans to the war effort.
 - b) It led to increased discrimination and racial tension toward Mexican Americans
 - c) It resulted in greater opportunities for Mexican Americans to serve in the military.
 - d) It led to the establishment of new civil rights laws for Mexican Americans



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

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Standard USH 8 Post-WWII: President Truman and President Eisenhower:

Assess the evolving role of the U.S. in global affairs and the domestic impact on national security, individual freedoms, and changing culture.

Vocabulary

- Cold War
- Conventional War
- Marshall Plan
- Containment
- Truman Doctrine
- Berlin Blockade
- Berlin Airlift
- NATO
- Warsaw Pact
- Iron Curtain
- United Nations
- Communist takeover in China
- Korean War
- Red Scare
- Space race,
- arms race,
- Sputnik,
- U-2 incident
- NASA
- G.I. Bill
- Interstate Highway Act
- Baby Boom
- Harry S. Truman
- Joseph Stalin
- Winston Churchill
- Dwight D. Eisenhower
- Nikita Khrushchev
- John F. Kennedy
- Fidel Castro
- Mao Zedong
- Richard Nixon
- Ronald Reagan
- Mikhail Gorbachev
- Margaret Thatcher
- Ho Chi Minh
- Gamal Abdel Nasser



Suggested Skills for Mastery of the Standard

- Analytical thinking and problem-solving to distinguish between the cold war and conventional war.
- Geographical skills to locate areas of conflict during the Cold War from 1945 to 1960 (including East and West Germany, Hungary, Poland, Cuba, Korea, and China).
- Historical thinking and analysis to analyze the breakdown of relations between the U.S. and U.S.S.R. after WWII.
- Research and critical thinking skills to identify and explain the steps the U.S. took to contain communism during the Truman and Eisenhower administrations.
- Historical thinking and analysis to describe how the Truman Doctrine and the Marshall Plan deepened the tensions between the U.S. and the U.S.S.R.
- Geographical and historical thinking to identify the importance of the following on Cold War tensions: Berlin Blockade, Berlin Airlift, NATO, Warsaw Pact, and Iron Curtain.
- Analytical and evaluative thinking to evaluate the role, function, and purpose of the United Nations (UN).
- Research and analysis to examine the United States' reaction to the Communist takeover in China.
- Historical thinking and analysis to summarize the Korean War and its impact on the Cold War.
- Analytical thinking and research skills to describe U.S. government efforts to control the spread of communism within the United States and the impact of the Red Scare on individual freedoms.
- Analytical thinking and research skills to discuss the role of the space race and the arms race in the Cold War (including Sputnik, the U-2 incident, and NASA).
- Analytical thinking and research skills to explain the social and cultural changes in post-war America (including the G.I. Bill, the Interstate Highway Act, the Baby Boom, and the impact of television).



Suggested Instructional Practices:

- Prompt students to ask questions and seek answers through research and analysis. Provide opportunities for students to investigate topics of their interest related to the objectives.
- Use primary sources such as speeches, letters, government documents, photographs, and newsreels to help students understand the events and issues of the Cold War era.
- Analyze propaganda used by both the U.S. and U.S.S.R. during the Cold War era. This can help students understand how governments used propaganda to shape public opinion.
- Prompt students to compare and contrast the policies and actions of the U.S. and U.S.S.R. during the Cold War era. This can help students understand the differences and similarities between the two superpowers.
- Use simulations, such as mock debates or model UN meetings, to help students understand the complexities of international relations during the Cold War era.
- Encourage critical thinking by having students analyze and evaluate the effectiveness of the policies and actions taken by the U.S. government during the Cold War era.
- Use technology, such as online resources, videos, and interactive maps, to help students explore and understand the topics related to the objectives.
- Use graphic organizers, such as timelines and concept maps, to help students organize and understand the sequence of events and complex ideas related to the objectives.
- Connect the lessons of the Cold War era to current events and issues related to global affairs, national security, individual freedoms, and changing culture.
- Encourage collaborative learning by having students work in pairs or small groups to complete research, analysis, and other activities related to the objectives.



Learning Activities

- Compare and contrast the differences between Cold War and conventional war through a classroom discussion or a Venn diagram activity.
- Using maps and primary sources, have students identify areas of conflict during the Cold War and create a timeline of events.
- Analyze the causes and effects of the breakdown of relations between the U.S. and the U.S.S.R. after WWII through a cause-and-effect graphic organizer.
- Research and present the steps the U.S. took to contain communism during the Truman and Eisenhower administrations, such as the Truman Doctrine and the Marshall Plan.
- Analyze how the Truman Doctrine and the Marshall Plan deepened tensions between the U.S. and the U.S.S.R. through a class debate or a written response.
- Using maps and primary sources, have students identify the importance of the Berlin Blockade, Berlin Airlift, NATO, Warsaw Pact, and Iron Curtain on Cold War tensions and create a visual representation of their findings.
- Research and present the role, function, and purpose of the United Nations (UN) and its impact on global affairs and domestic national security.
- Evaluate the United States' reaction to the Communist takeover in China through a role-playing simulation or a persuasive writing activity.
- Summarize the Korean War and its impact on the Cold War through a summarization graphic organizer or a classroom discussion.
- Describe U.S. government efforts to control the spread of communism within the United States and the impact of the Red Scare on individual freedoms through a primary source analysis or a research project.
- Discuss the role of the space race and the arms race in the Cold War through a class debate or a multimedia presentation.
- Explain the social and cultural changes in postwar America, including the GI Bill, the Interstate Highway Act, the Baby Boom, and the impact of television, through a historical fiction writing activity or a multimedia project.



Sample Multiple Choice

1. Which of the following statements best describes the difference between the Marshall Plan and the Truman Doctrine?
 - a) The Marshall Plan provided military aid to countries threatened by communism, while the Truman Doctrine offered economic aid to countries in need.
 - b) The Marshall Plan offered economic aid to countries in need, while the Truman Doctrine provided military aid to countries threatened by communism.
 - c) The Marshall Plan provided military aid to countries in need, while the Truman Doctrine offered economic aid to countries threatened by communism.
 - d) The Marshall Plan and the Truman Doctrine were identical in their approach to foreign aid.

2. What was the impact of the U-2 incident on the Cold War?
 - a) It resulted in the launch of Sputnik by the Soviet Union.
 - b) It led to the establishment of the National Aeronautics and Space Administration (NASA).
 - c) It heightened tensions between the U.S. and the Soviet Union, contributing to the escalation of the arms race.
 - d) It resulted in the establishment of the Warsaw Pact.

3. Which of the following best explains the relationship between the United States reaction to the Communist takeover in China and the development of the Cold War?
 - a) The United States reaction to the Communist takeover in China helped to ease tensions between the United States and the Soviet Union, leading to a period of detente.
 - b) The United States reaction to the Communist takeover in China helped to strengthen the relationship between the United States and the Soviet Union, leading to increased cooperation in containing communism.
 - c) The United States reaction to the Communist takeover in China helped to fuel the Cold War, as it led to a more aggressive stance by the United States towards communism.
 - d) The United States reaction to the Communist takeover in China had no significant impact on the development of the Cold War.



4. Which statement best describes a key difference between the United Nations, NATO, and the Warsaw Pact?
- a) The United Nations was established primarily to prevent aggression between nations, while NATO and the Warsaw Pact were military alliances formed for defense purposes.
 - b) The Warsaw Pact was established to promote democracy and economic development, while NATO and the United Nations focused on maintaining global security.
 - c) NATO was established as an economic partnership to stimulate growth in Western Europe, while the Warsaw Pact and the United Nations focused on military cooperation.
 - d) The United Nations was formed to provide a platform for global economic cooperation, while NATO and the Warsaw Pact were military alliances designed to counter Soviet influence.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

Standard USH 9 President Kennedy, President Johnson, and President Nixon:
Demonstrate an understanding of domestic and international issues from each administration.

Vocabulary

- New Frontier
- Environmental Movement
- Great Society
- Environmental Protection Laws
- Silent Majority
- Demographic Changes
- Anti-war Movement
- Push-Pull Factors
- Counter-cultural Movement
- Population Shifts
- Watergate Scandal
- Suburbs
- U.S. vs. Nixon (1974)
- Levittown
- Immigration Act of 1965
- Rustbelt-to-Sunbelt Migration
- War Powers Act 1973
- Drug Abuse/ War on Drugs
- American Indian Movement (AIM)
- Bay of Pigs
- United Farm Workers (UFW)
- Gulf of Tonkin Resolution
- Disability Rights Movement
- Vietnam War
- Equal Pay Act
- Détente
- Modern Women's Movement
- The Great Society
- Fidel Castro



Suggested Skills for Mastery of the Standard

- Understand the historical context of the 1960s and 1970s, including the Cold War, civil rights movement, and countercultural movements.
- Examine the domestic policies and initiatives of the Kennedy, Johnson, and Nixon administrations, including the New Frontier, Great Society, and Vietnam War.
- Analyze the foreign policies and initiatives of the Kennedy, Johnson, and Nixon administrations, including the Cuban Missile Crisis, the escalation of the Vietnam War, and the opening of diplomatic relations with China.
- Evaluate the impact of key events and crises during this time period, such as the assassination of President Kennedy, the Tet Offensive, and the Watergate scandal.
- Examine the social, cultural, and economic changes of the 1960s and 1970s, including the rise of the feminist and environmental movements, the growth of suburbia, and the decline of the postwar economic boom.
- Understand the connections between domestic and international issues, such as the impact of the Vietnam War on domestic politics and society, and the role of Cold War tensions in shaping foreign policy.
- Analyze the challenges and controversies that arose from the policies and initiatives of the Kennedy, Johnson, and Nixon administrations, including debates over civil rights, the war in Vietnam, and the role of government in society.
- Synthesize and evaluate primary and secondary sources to construct an evidence-based argument about the domestic and international issues from the Kennedy, Johnson, and Nixon administrations.



Suggested Instructional Practices:

Analyze domestic events:

- Research and create a timeline of major events during the presidencies of Kennedy, Johnson, and Nixon.
- Debate the impact of the New Frontier and Great Society programs on American society.
- Compare and contrast the anti-war and counter-cultural movements of the 1960s and 1970s.

Debate changing immigration policy:

- Conduct a class debate on the pros and cons of the Immigration Act of 1965.
- Research and discuss how immigration policy has changed since 1965 and its impact on American society.
- Create a timeline of major immigration policy changes and their political and social implications.

Analyze the impact of civil rights movements:

- Research and analyze the contributions and strategies of different civil rights movements, such as the African American, American Indian, and Disability Rights movements.
- Debate the effectiveness of nonviolent resistance in achieving civil rights goals.
- Create a presentation on how the civil rights movements influenced other social and political movements.

Describe changing roles of women in society:

- Research and analyze the factors that contributed to the changing roles of women in society, such as the Equal Pay Act, the modern women's movement, and changing family structures.
- Debate the effectiveness of different strategies employed by women's rights activists in achieving equality.
- Create a presentation on the impact of the changing roles of women on American society and the economy.

**Analyze the impact of the environmental movement:**

- Research and analyze the factors that contributed to the rise of the environmental movement and the development of environmental protection laws.
- Debate the effectiveness of environmental protection laws in addressing environmental issues.
- Create a presentation on the impact of the environmental movement on American society, politics, and the economy.

Explain government responses to demographic and social changes:

- Research and analyze the different demographic and social changes that occurred in the United States during the post-WWII period.
- Debate the effectiveness of different government responses to demographic and social changes, such as the War on Drugs and policies to address urban blight.
- Write a reflection on how government responses to social changes have evolved since the 1960s by examining President Johnson's Great Society. Identifying the goals and objectives of the program, the target population and social issue addressed, and the impact of the program on American society.

Analyze international policies and Actions in response to the Cold War:

- Research and analyze the different policies and actions taken by the United States and its allies in response to the Cold War, such as the Cuban Missile Crisis, the Gulf of Tonkin Resolution, and détente.
- Debate the effectiveness of different strategies in reducing Cold War tensions.
- Create a presentation on the impact of the Cold War on American foreign policy and global politics.



Learning Activities

Objective 1:

- Research and create a timeline of the major domestic events during the presidencies of Kennedy, Johnson, and Nixon. Then, have students analyze how each event affected American society and politics.
- Divide students into small groups and assign each group a different domestic event. Have each group create a presentation or skit that explains the event, its significance, and its impact on American society and politics.
- Assign students a particular presidency and have students research and write an essay that compares and contrasts the domestic events and policies of Kennedy, Johnson, and Nixon.

Objective 2:

- Divide the class into two groups and assign each group a position for a debate on the Immigration Act of 1965. One group should argue for the act is a positive transformation for American society, while the other group should argue against it. Have each group research and prepare arguments, counterarguments, and evidence to support their position.
- Assign students to research and write an essay on the history of immigration policies in the United States and the reasons for changing policies. Have students analyze the effects of the Immigration Act of 1965 on American society and compare it to the effects of previous immigration policies.

Objective 3:

- Research the Civil Rights Movement and its impact on one of the other movements listed (AIM, UFW, or the Disability Rights Movement). Have students create a Venn diagram or compare/contrast essay that analyzes the similarities and differences between the movements, their goals, strategies, and their impact on American society.
- Research and write a persuasive essay that argues for the importance of studying the African American Civil Rights Movement and its impact on other movements in American history.

Objective 4:



- Research and write an essay on the changing roles of women in American society during the 1960s and 1970s. Have students analyze the impact of the Equal Pay Act and the modern women's movement on women's rights and opportunities in the workforce and society at large.
- Divide students into small groups and assign each group a different feminist leader from the 1960s and 1970s (e.g., Betty Friedan, Gloria Steinem, etc.). Have each group create a presentation that explains the leader's life, work, and impact on American society and women's rights.

Objective 5:

- Research and write an essay that analyzes the impact of the environmental movement on American society during the 1960s and 1970s. Have students compare the development of environmental protection laws (Clean Air Act and Clean Water Act) during this time period to the earlier history of environmentalism in the United States.
- Research and present on a specific environmental issue (e.g., pollution, conservation, endangered species, etc.) and how it was addressed through environmental protection laws during the 1960s and 1970s.

Objective 6:

- Research and write an essay that explains how the federal, state, and local governments responded to demographic and social changes during the 1960s and 1970s. Have students analyze the different policies and strategies used to address population shifts, racial concentrations, and drug abuse during this time period.
- Divide students into small groups and assign each group a different demographic or social change (e.g., population shifts to the suburbs, Rustbelt-to-Sunbelt migration, etc.). Have each group create a presentation that explains the change and how the government responded to it.

Objective 7

- Research and write an essay that analyzes the international policies and actions taken in response to the Cold War during the 1960s and 1970s. Have students compare and contrast the policies and actions of Kennedy, Johnson, and Nixon, and how they affected Cold War tensions.



Sample Multiple Choice

1. How did the Civil Rights Movement impact the Disability Rights Movement in the United States?
 - a) The Civil Rights Act of 1964 extended protections to individuals with disabilities.
 - b) The Civil Rights Movement inspired individuals with disabilities to demand equal rights and opportunities.
 - c) The Civil Rights Act of 1964 specifically excluded individuals with disabilities from its protections.
 - d) The Civil Rights Movement had no direct impact on the Disability Rights Movement.

2. Which of the following statements best explains the relationship between the Gulf of Tonkin incident and the War Powers Act of 1973?
 - a) The Gulf of Tonkin incident was a direct cause of the War Powers Act, which granted the president unlimited authority to wage war without congressional approval.
 - b) The Gulf of Tonkin incident led to the passage of the War Powers Act, which required the president to seek congressional approval for any future military action.
 - c) The War Powers Act was passed before the Gulf of Tonkin incident as a response to the escalation of the Cold War.
 - d) The Gulf of Tonkin incident had no impact on the War Powers Act, which remained largely unchanged throughout the Vietnam War

3. Which of the following factors contributed to the Rustbelt-to-Sunbelt migration in the United States?
 - a) Economic decline in southern cities.
 - b) Increased job opportunities in the Rustbelt.
 - c) Demographic changes in the northern suburbs.
 - d) Growth of the technology and defense industries in the Sunbelt.



4. Which of the following accurately describes the U.S. involvement in the Cuban Missile Crisis?
- a) President Kennedy authorized a full-scale military invasion of Cuba, which led to the removal of Soviet missiles from the island.
 - b) The U.S. and Soviet Union agreed to mutual disarmament of nuclear weapons, leading to a de-escalation of tensions.
 - c) The U.S. blockaded Cuba, demanding the removal of Soviet missiles from the island, and ultimately the Soviet Union agreed to remove the missiles.
 - d) The U.S. secretly provided military support to the Cuban government to help it resist Soviet influence, which led to a significant escalation of tensions.