



# SUGGESTED INSTRUCTIONAL PLANNING GUIDE

*for the Mississippi College- and Career-Readiness Standards*

Social Studies

**US HISTORY**  
Standards 10-12



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MISSISSIPPI  
DEPARTMENT OF  
EDUCATION





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## 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 10** President Ford, President Carter, President Reagan, and President H.W. Bush:  
*Explain the reaction to Carter’s Administration and the emergence of the Conservative movement and its impact on domestic and international issues from 1974-1992.*

## Vocabulary

- Conservative movement
- Moral Majority
- *Roe vs. Wade (1973)*
- *Regents of the University of California vs. Bakke (1978)*
- Three Mile Island
- Reaganomics
- President Reagan
- President Bush
- Strategic Defense Initiative
- Reagan Doctrine
- Iran-Contra Affair
- End of the Cold War
- Invasion of Grenada
- Invasion of Panama
- Persian Gulf War
- President Carter
- Love Canal
- Arab-Israeli War
- Camp David Accords



## Suggested Skills for Mastery of the Standard

- Understand the historical context of the post-Watergate era, including the economic downturn, energy crisis, and foreign policy challenges.
- Examine the domestic policies and initiatives of the Carter administration, including efforts to address energy dependence, promote human rights, and strengthen social programs.
- Analyze the foreign policies and initiatives of the Carter administration, including the Camp David Accords and the Iran Hostage Crisis.
- Understand the emergence of the Conservative movement in the United States, including its key leaders, beliefs, and political strategies.
- Evaluate the impact of Conservative policies and initiatives on domestic issues, including debates over taxes, government spending, and social issues.
- Examine the impact of Conservative policies and initiatives on foreign policy, including debates over the role of the United States in the Cold War and relationships with key allies.
- Understand the connections between domestic and international issues, such as the impact of economic policies on foreign relations and the role of military spending in shaping domestic priorities.
- Analyze the challenges and controversies that arose from the policies and initiatives of the Carter administration and the Conservative movement, including debates over government regulation, civil rights, and national security.
- Synthesize and evaluate primary and secondary sources to construct an evidence-based argument about the reaction to Carter's Administration and the emergence of the Conservative movement and its impact on domestic and international issues from 1974-1992.





## Suggested Instructional Practices:

- To help students evaluate the conservative movement as a response to social, economic, and environmental issues, provide students with primary sources like speeches, articles, and videos by prominent conservative leaders and groups from the 1970s to 1990s. Analyze the language, tone, and arguments presented in these sources and connect students to specific issues and events of the time.
- Conduct a Socratic seminar on the impact of the conservative movement on domestic and international issues from 1974-1992. Divide students into small groups and assign students different topics such as Reaganomics, the Reagan Doctrine, and the Strategic Defense Initiative. Research and prepare arguments for and against the impact of these policies. During the seminar, encourage students to question and challenge each other's arguments in a respectful and productive way.
- Role-play as different political leaders and figures from the 1970s to 1990s, such as Ronald Reagan, Margaret Thatcher, and George H.W. Bush. Assign students a specific issue or event and research the viewpoints and policies of the leader they are playing. Participate in a mock debate or press conference, where they respond to questions and criticisms from other leaders and the media.
- Assign students a project where they analyze and evaluate the response of the Carter administration to environmental issues, the Cold War, and conflicts in the Middle East. Provide students with a variety of primary and secondary sources such as speeches, articles, and videos. Present their findings in a creative format such as a documentary, a podcast, or a multimedia presentation.
- To help students analyze President Reagan's and President Bush's international policies, use a historical simulation like "Crisis in the Gulf". In this simulation, students take on the roles of different countries and leaders during the Persian Gulf War. They must negotiate with each other to resolve the crisis and achieve their respective goals. This simulation helps students understand the complex relationships and motivations behind international policies and conflicts.



## Learning Activities

### Objective 1:

- Divide students into groups and assign each group a specific social, economic, or environmental issue from 1974-1992 that the conservative movement responded to. Research the issue, the conservative response to it, and present their findings to the class.
- Debate the impact of the Moral Majority and the Roe vs. Wade Supreme Court decision on the conservative movement and their broader impact on American society.

### Objective 2:

- Divide students into groups and assign each group a specific foreign policy action taken by either President Reagan or President Bush. Research the action, and its impact, and present their findings to the class.
- Conduct a mock United Nations Security Council meeting to discuss the invasion of Panama or the Persian Gulf War. Assign students different countries to represent and have students debate their positions on the conflict.

### Objective 3:

- Research and write a paper analyzing President Carter's response to the Iran Hostage Crisis and the Soviet invasion of Afghanistan.
- Create a timeline of environmental policies and actions taken during the Carter administration and discuss their impact on American society and the environment.
- Assign each group a brief on the respective country's position on the Camp David Accords. For example, the Israeli delegation should research the Israeli position on the issues, the Egyptian delegation should research the Egyptian position, and the U.S. delegation should research the U.S. role in the negotiations.
- Assign a reflective writing assignment where students evaluate the impact of the Camp David Accords on the Middle East and the role of the U.S. in facilitating the negotiations.



## Sample Multiple Choice

1. What was the main goal of the Moral Majority movement in the 1970s and 1980s?
  - a) To promote civil rights for all Americans
  - b) To support the feminist movement
  - c) To advocate for increased government spending on social programs
  - d) To promote conservative Christian values in politics
2. How did President Reagan's Strategic Defense Initiative (SDI) reflect the ideological beliefs of the conservative movement during his presidency?
  - a) SDI reflected the conservative belief in limited government intervention in the economy
  - b) SDI reflected the conservative belief in reducing federal spending on defense
  - c) SDI reflected the conservative belief in a strong national defense to counter Soviet aggression
  - d) SDI reflected the conservative belief in promoting international cooperation on nuclear disarmament
3. In what ways did the Iran-Contra affair represent a challenge to the principles of democratic governance during the Reagan administration?
  - a) It violated the principle of civilian control over the military
  - b) It violated the principle of transparency and accountability in government
  - c) It violated the principle of separation of powers among the branches of government
  - d) It violated the principle of equal protection under the law for all citizens
4. How did the Gulf War of 1990-1991 reflect a shift in U.S. foreign policy in response to global events?
  - a) The Gulf War marked a return to Cold War-era containment policies toward the Soviet Union
  - b) The Gulf War demonstrated a renewed commitment to promoting democracy and human rights worldwide
  - c) The Gulf War signaled a shift towards multilateralism and international cooperation in addressing regional conflicts
  - d) The Gulf War represented a continuation of U.S. efforts to protect access to oil resources in the Middle East.



# SUGGESTED INSTRUCTIONAL PLANNING GUIDE

*for Mississippi College and Career Readiness Standards for Social Studies*

## **Standard** USH 11 Civil Rights Movement:

*Evaluate the impact of the Civil Rights Movement on social and political change in the United States.*

### Vocabulary

- Modern Civil Rights Movement
- Poll tax
- *De facto*
- *De Jure*
- Mississippi Freedom Democratic Party
- *Brown v. Board of Education (1954)*
- Civil Rights Act of 1964
- Voting Rights Act 1965
- Martin Luther King, Jr.
- James Meredith
- Executive Order 8802
- Medgar Evers
- Thurgood Marshall
- Fannie Lou Hamer
- Southern Christian Leadership Conference (SCLC)
- Student Nonviolent Coordinating Committee (SNCC)
- Congress of Racial Equality (CORE)
- Council of Federated Organizations (COFO)
- National Association for the Advancement Colored People (NAACP)
- Black Power Movement
- Self-defense Ideology
- Direct Action
- Civil Disobedience
- Malcolm X
- Stokely Carmichael/Kwame Ture
- Black Panther Movement
- “Letter from a Birmingham Jail”
- “I Have a Dream” Speech
- Montgomery Bus Boycott
- Freedom Rides
- March on Washington for Jobs and Freedom
- Bloody Sunday



## Suggested Skills for Mastery of the Standard

- Understand the historical context of the Civil Rights Movement, including the legacy of slavery, Jim Crow laws, and the emergence of the modern Civil Rights Movement in the 1950s and 1960s.
- Examine the key leaders, organizations, and strategies of the Civil Rights Movement, including Martin Luther King Jr., Medgar Evers, Fannie Lou Hamer, Ella Baker, the Southern Christian Leadership Conference, the Student Nonviolent Coordinating Committee, and others.
- Examine the key leaders, organizations, and strategies of the Black Power Movement, including Malcolm X, Stokely Carmichael/Kwame Ture, Huey Newton, Bobby Seale, The Black Panthers, Angela Davis, and others.
- Analyze the impact of Civil Rights Movement activism on social change, including the desegregation of schools, public accommodations, and workplaces; the expansion of voting rights; and the broader cultural and ideological changes associated with the Movement.
- Evaluate the impact of Civil Rights Movement activism on political change, including the passage of key legislation such as the Civil Rights Act of 1964 and the Voting Rights Act of 1965.
- Examine the resistance to the Civil Rights Movement, including the violent responses of white supremacists and the backlash from conservative politicians and voters.
- Understand the intersections between the Civil Rights Movement and other social and political movements of the time period, including the Chicano movement, the American Indian movement, the anti-war movement, the feminist movement, and the American Disability rights movement.
- Analyze the ongoing impact of the Civil Rights Movement on contemporary society, including the persistence of racial inequality, the continuing struggles for voting rights and criminal justice reform, and the legacy of Civil Rights Movement leaders and activism.
- Synthesize and evaluate primary and secondary sources to construct an evidence-based argument about the impact of the Civil Rights Movement on social and political change in the United States.



### Suggested Instructional Practices:

- Analyze primary sources related to the modern Civil Rights Movement, such as Truman’s order to integrate the military and federal government or King’s “Letter from a Birmingham Jail”. Students can work in groups to identify key arguments, perspectives, and language used in these sources, and how they relate to the larger context of the Civil Rights Movement.
- Research the contributions of individuals or groups to the Civil Rights Movement, such as the SCLC, SNCC, or NAACP. They can create visual or written reports on the group’s history, key figures, accomplishments, and challenges, and present their findings to the class.
- Divide students into teams and debate the effectiveness of major non-violent demonstrations and events on the Civil Rights Movement, such as the Montgomery Bus Boycott or the Selma March. Each team can research and present arguments supporting or opposing the effectiveness of the event and engage in a class debate.
- Engage students in service-learning projects that address current civil rights issues, such as voter suppression or police brutality. Students can work in groups to research, plan, and implement their project, and reflect on how their actions relate to the legacy of the Civil Rights Movement.
- Create a chart that identifies the causes and effects of key events in the Civil Rights Movement, such as *Brown v. Board of Education* and the Voting Rights Act of 1965. Students can identify the political, social, and economic gains for African Americans as a result of these events.
- Provide students with primary sources, such as speeches or newspaper articles, related to the Civil Rights Movement. Analyze the sources and identify the political, social, and economic gains for African Americans as a result of the events discussed.
- Create a gallery of photographs or artifacts related to the Civil Rights Movement. Have students walk through the gallery and identify the political, social, and economic gains for African Americans as a result of the events depicted.



- Divide the class into groups and have students debate the effectiveness of different strategies used during the Civil Rights Movement, such as nonviolent protests or legal challenges. Students can argue for or against the effectiveness of these strategies in achieving political, social, and economic gains for African Americans.



## Learning Activities

- Visit the Mississippi Department of Archives and History's Mississippi Civil Rights Museum in Jackson, MS
- Research and write a paper on President Truman's executive order to integrate the military and federal government, and its impact on the Civil Rights Movement.
- Conduct a class debate on the effectiveness of the federal government's involvement in the Civil Rights Movement.
- Analyze the speeches of Martin Luther King Jr. and Malcolm X to understand their different approaches to achieving civil rights and social justice.
- Create a timeline of key events and milestones of the Civil Rights Movement, including *Brown vs. Board of Education*, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.
- Organize a group project to research and present on the contributions of individuals and groups to the Civil Rights Movement, such as Medgar Evers, Rosa Parks, and the Student Nonviolent Coordinating Committee.
- Watch documentaries and videos about major non-violent demonstrations and events, such as the Montgomery Bus Boycott, sit-ins, Freedom Rides, the March on Washington, and Selma March, and discuss their impact on the Civil Rights Movement.
- Analyze primary sources, such as letters, speeches, and photographs, to gain insight into the experiences of civil rights activists and their impact on the movement.
- Conduct a research project on the Black Power Movement and its impact on the Civil Rights Movement
- Discuss the impact of the Civil Rights Movement on American society today and analyze its ongoing relevance to contemporary issues of social justice and inequality.





## Sample Multiple Choice

1. Which of the following statements best compares and contrasts the rhetorical strategies used in Martin Luther King Jr.'s "I Have a Dream" speech and "Letter from the Birmingham Jail"?
  - a) Both "I Have a Dream" and "Letter from the Birmingham Jail" use emotional appeals to persuade their audience, but "I Have a Dream" relies more heavily on metaphors and vivid imagery to convey its message.
  - b) While "I Have a Dream" uses repetition and emotive language to appeal to its audience's sense of justice, "Letter from the Birmingham Jail" relies more on logic and reason to argue for the importance of nonviolent resistance.
  - c) Both "I Have a Dream" and "Letter from the Birmingham Jail" employ persuasive language and personal anecdotes to connect with their audience, but "Letter from the Birmingham Jail" is more explicit in its call to action.
  - d) While "I Have a Dream" appeals to its audience's sense of morality and hope for a better future, "Letter from the Birmingham Jail" highlights the urgency and immediacy of the civil rights struggle through its use of historical and biblical allusions.
  
2. In his "Letter from Birmingham Jail," Martin Luther King Jr. argued that:
  - a) Nonviolent resistance was ineffective and more radical measures were needed.
  - b) African Americans should separate themselves from mainstream American society.
  - c) African Americans had a moral obligation to disobey unjust laws.
  - d) The federal government should take a more active role in promoting civil rights.
  
3. Which of the following events inspired the shift towards the ideology of self-defense in the Black Power Movement?
  - a) The assassination of Malcolm X
  - b) The assassination of Martin Luther King Jr.
  - c) The Freedom Rides
  - d) The Montgomery Bus Boycott



4. What was the significance of the federal government's involvement in the modern Civil Rights Movement?
  - a) It demonstrated that the federal government had the power to intervene in state affairs.
  - b) It solidified the government's role in protecting civil rights for all Americans.
  - c) It signaled a shift from states' rights to federalism as the dominant political ideology.
  - d) It undermined the legitimacy of state governments in the eyes of the public.
  
5. How did the Black Power Movement differ from the Modern Civil Rights Movement?
  - a) The Black Power Movement was more focused on nonviolent resistance than the Modern Civil Rights Movement.
  - b) The Black Power Movement emphasized self-defense and pride in African American culture.
  - c) The Modern Civil Rights Movement was more focused on economic equality than the Black Power Movement.
  - d) The Modern Civil Rights Movement was more focused on ending racial discrimination than the Black Power Movement.
  
6. How did the Civil Rights Act of 1964 impact the modern Civil Rights Movement?
  - a) It led to a decline in the number of African Americans living in poverty.
  - b) It guaranteed equal protection under the law for all Americans.
  - c) It established voting rights for all Americans regardless of race.
  - d) It led to an increase in the number of African Americans in elected office.
  
7. Which of the following was a contribution of the Southern Christian Leadership Conference to the modern Civil Rights Movement?
  - a) It organized the Montgomery Bus Boycott.
  - b) It organized the Freedom Rides.
  - c) It organized the March on Washington.
  - d) It organized nonviolent protests and civil disobedience campaigns.



8. What was the ideology of self-defense that inspired the change in focus of the Student Nonviolent Coordinating Committee during the Black Power Movement?
- a) The belief that violence was necessary to achieve equality for African Americans.
  - b) The belief that African Americans needed to arm themselves against white aggression.
  - c) The belief that African Americans needed to create their own economic and political institutions.
  - d) The belief that nonviolence was ineffective in achieving civil rights goals.
9. What was the significance of Martin Luther King Jr.'s "Letter from a Birmingham Jail"?
- a) It called for a more militant approach to the civil rights struggle.
  - b) It explained the importance of nonviolent resistance in the civil rights movement.
  - c) It argued that African Americans should seek economic equality rather than political equality.
  - d) It urged African Americans to take up arms against their oppressors.
10. How did the Montgomery Bus Boycott impact the modern Civil Rights Movement?
- a) It led to the desegregation of public transportation in the South.
  - b) It led to the passage of the Civil Rights Act of 1957.
  - c) It led to the formation of the Southern Christian Leadership Conference.
  - d) It led to a decline in the number of African Americans living in poverty.
11. Which of the following best explains the significance of the Voting Rights Act of 1965?
- a) It granted African Americans the right to vote in all elections without restrictions.
  - b) It provided federal oversight of state and local elections, including the power to investigate and prosecute cases of voter discrimination.
  - c) It established a quota system for the number of African Americans who could be elected to public office.
  - d) It mandated that all states adopt the same voting procedures, including the use of voting machines and standardized ballots.



12. Part A: Which of the following statements best describes the impact of the modern Civil Rights Movement?

- a) It resulted in the complete elimination of racism and discrimination in the United States.
- b) It had no lasting impact on American society and politics.
- c) It led to the growth of the African American middle class, increased political power, and declining rates of African American poverty.
- d) It was a failure, as none of the movement's goals were achieved.

Part B: Which of the following pieces of evidence best supports the answer to Part A?

- a) While the modern civil rights movement did not directly create the African American middle class, it contributed to its growth indirectly through increased access to education and employment opportunities.
- b) The African American middle class did not decline after the modern civil rights movement, but some argue that the movement did not do enough to address economic inequality within the African American community, which may have slowed the growth of the middle class.
- c) The modern civil rights movement helped grow the African American middle class by creating more equitable access to education and employment opportunities, but some argue that the gains made during this time period were not sufficient to overcome historical disadvantages.
- d) While the African American middle class was well-established before the modern civil rights movement, the movement played a role in expanding the middle class and reducing economic inequality within the African American community.



# SUGGESTED INSTRUCTIONAL PLANNING GUIDE

*for Mississippi College and Career Readiness Standards for Social Studies*

**Standard** USH 12 1992 to the Present:

*Explain key domestic issues as well as America’s role in the changing world from 1992 to the present.*

## Vocabulary

- Contract with America
- Transportation Security Administration (TSA)
- Impeachment Trial of William “Bill” Clinton
- Homeland Security
- Eminent Domain
- North American Free Trade Agreement (NAFTA)
- No Child Left Behind.
- Immigration
- Technological Trends
- Presidential Election of 2000
- Global Climate
- Presidential Election of 2008
- Hurricane Katrina
- National debt
- Affordable Care Act of 2010
- Technological trends
- Oklahoma City bombing
- Global climate concerns
- September 11, 2001 terrorist attack
- Transportation Security Administration (TSA)
- Operation Iraqi Freedom
- Homeland Security
- War in Afghanistan
- North American Free Trade Agreement (NAFTA)
- U.S.A. P.A.T.R.I.O.T. Act
- Immigration
- Presidential Election of 2016



## Suggested Skills for Mastery of the Standard

- Understand the historical context of the post-Cold War era and the end of the Soviet Union, including the political, economic, and social changes that occurred in the 1990s and early 2000s.
- Examine the key domestic issues that have shaped American politics and society since 1992, including healthcare, education, income inequality, race and ethnicity, immigration, and climate change.
- Analyze the role of political parties, interest groups, and social movements in shaping domestic policy debates and outcomes.
- Examine the evolution of American foreign policy since 1992, including the shift from a unipolar to a multipolar world, the War on Terror, and the rise of China as a global power.
- Understand the key debates and controversies in American foreign policy, including the use of military force, the balance between national security and civil liberties, and the role of international institutions and norms.
- Analyze the impact of globalization on the American economy and society, including the rise of new technologies, the growth of international trade, and the changing nature of work and employment.
- Understand the role of media and communication technologies in shaping domestic and international politics and culture.
- Synthesize and evaluate primary and secondary sources to construct an evidence-based argument about key domestic issues and America's role in the changing world since 1992.



### Suggested Instructional Practices:

- Use case studies to explore and analyze key events such as Hurricane Katrina, the Oklahoma City bombing, or the terrorist attack of September 11, 2001, and their impact on domestic and global politics.
- Conduct simulation activities such as role-plays and mock trials to provide students with a hands-on experience of key events and political processes such as the Impeachment Trial of William “Bill” Clinton, the PATRIOT Act, or the North American Free Trade Agreement.
- Assign research projects on topics such as the Affordable Care Act of 2010, Operation Iraqi Freedom, or global climate concerns to deepen students' understanding of these issues and their impact on domestic and global politics.



## Learning Activities

### Objective 1:

- Research and create a presentation on the Contract with America, including its key components and impact on domestic policies.
- Conduct a debate on the pros and cons of Eminent Domain, using real-life examples of its implementation.
- Analyze the Affordable Care Act of 2010 and its impact on the American healthcare system.

### Objective 2:

- Hold a class discussion on the different reactions to domestic and global terrorism, including the psychological and emotional effects on individuals and communities.
- Analyze the U.S.A. P.A.T.R.I.O.T. Act and debate the impact of its provisions on civil liberties and national security.
- Research and present on the formation and implementation of the Transportation Security Administration (TSA) and Homeland Security.

### Objective 3:

- Conduct a mock debate on the pros and cons of the North American Free Trade Agreement (NAFTA) and its impact on the American economy.
- Research and present on the impact of immigration policies on the American economy and society.
- Hold a class discussion on the impact of global climate concerns on the changing global economy.

### Objective 4:

- Analyze the historic Presidential Elections of 2000, 2008, and 2016 and discuss the key issues and events that shaped them.
- Conduct a mock election simulation for each of the three historic Presidential Elections, including campaign strategies and key issues.
- Research and present on the impact of social media and technological trends on the Presidential Elections of 2008 and 2016.



**PATRIOT Act Analysis (30 minutes)**

- Divide students into groups and provide each group with a copy of the PATRIOT Act.
- Ask each group to read through a specific section of the act and identify any provisions that they believe may infringe upon civil liberties.
- Have each group present their findings to the class and facilitate a discussion about the potential impacts of the PATRIOT Act on individual rights and freedoms.

**Constitutional Analysis (30 minutes)**

- Provide students with copies of the U.S. Constitution and Bill of Rights.
- Ask students to work individually or in pairs to identify specific constitutional amendments that may be impacted by the PATRIOT Act.
- Facilitate a discussion about the balance between national security and civil liberties as outlined in the Constitution and Bill of Rights.



## Sample Multiple Choice

1. How did the War in Afghanistan differ from Operation Iraqi Freedom?
  - a) The War in Afghanistan was focused on eliminating Al Qaeda and the Taliban, while Operation Iraqi Freedom was aimed at removing Saddam Hussein from power.
  - b) The War in Afghanistan was primarily fought by U.S. ground troops, while Operation Iraqi Freedom relied more heavily on air strikes.
  - c) The War in Afghanistan was fought in the Middle East, while Operation Iraqi Freedom was fought in Southeast Asia.
  - d) The War in Afghanistan was launched in response to the Oklahoma City bombing, while Operation Iraqi Freedom was launched after the September 11 terrorist attacks.
  
2. What were some of the key issues surrounding the North American Free Trade Agreement (NAFTA)?
  - a) Immigration and national debt
  - b) Climate change and technological trends
  - c) Civil rights and affirmative action
  - d) Trade imbalances and job losses
  
3. How did Hurricane Katrina expose disparities in the United States' response to natural disasters, and what steps have been taken since then to address these disparities?
  - a) Hurricane Katrina was an isolated incident that did not expose any disparities.
  - b) Hurricane Katrina revealed that marginalized communities were disproportionately affected and lacked sufficient resources for recovery. Since then, policies have been implemented to ensure more equitable disaster response.
  - c) Hurricane Katrina showed that the U.S. government's response to disasters was flawless and did not require any changes.
  - d) Hurricane Katrina had no impact on the United States' disaster response policies.



4. What were the primary differences between the 2008 and 2016 Presidential Elections in terms of voter demographics, key issues, and campaign strategies?
  - a) The 2008 and 2016 Presidential Elections were largely similar in terms of voter demographics, key issues, and campaign strategies.
  - b) The 2008 Presidential Election focused on issues related to the economy, while the 2016 Presidential Election focused on immigration and national security.
  - c) The 2008 Presidential Election had higher voter turnout among young people and people of color, while the 2016 Presidential Election saw a higher turnout among older, white voters.
  - d) The 2016 Presidential Election was marked by unprecedented levels of foreign interference, while the 2008 Presidential Election was free from any such interference.
  
5. In what ways did the PATRIOT Act infringe upon civil liberties, and what measures have been taken to balance national security concerns with protecting citizens' rights?
  - a) The PATRIOT Act did not infringe upon civil liberties in any way.
  - b) The PATRIOT Act allowed for increased surveillance of individuals without proper oversight or due process, leading to numerous violations of privacy and due process. Since then, there have been efforts to reform the law to increase transparency and accountability.
  - c) The PATRIOT Act only targeted individuals suspected of terrorist activities and did not impact the civil liberties of law-abiding citizens.
  - d) The PATRIOT Act was a necessary measure to ensure national security and had no impact on civil liberties.