



**Grade 11/12 20th Century American Pop Culture Curriculum
Guide
June 2022 Revised**

Dr. Mark Toback, Superintendent

*This curriculum may be modified through varying techniques,
strategies, and materials as per an individual student's
Individualized Educational Plan (IEP)*

Approved by the Wayne Township Board of Education at the regular meeting held on November 15, 2018.

Wayne Township School District Curriculum Format

Content Area/ Grade Level/ Course:	20th Century American Pop Culture, Grade 11-12
Unit Plan Title:	Period 1: You Had Me At Hello: What is Pop Culture
Time Frame	4 Weeks
Anchor Standards	

Social Studies Practices The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

Standard 8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

[Anchor Companion ELA Standards \(Reading and Writing Grades 11-12\)](#)

Unit Summary: Period 1: You Had Me At Hello

The purpose of this unit is to introduce the students to the ideas of what popular culture is. This unit will begin with defining pop culture and finding some modern day examples to help understand the ideas of pop culture. Pop culture has helped define what America is all about and continues to be an important and influential aspect of our culture as a whole. Defining what American culture is helps us understand the beliefs and ideals of society. Looking at cultural items for the 1600s, 1700s, and 1800s will help us comprehend what was important to Americans at that time and how it reflected and influenced other aspects of society at that time. Finally, the periods from 1900 through present will be looked at to see the tone of the different eras/decades. We will look at the conservative/liberal tilts to those time periods and study important events that defined those eras.

Standard Number(s)

1. Developing Questions and Planning Inquiry
 2. Seeking Diverse Perspectives
 3. Presenting Arguments and Explanations
 4. Engaging in Civil Discourse and Critiquing Conclusions
- 6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
 - 6.1.12.HistoryCC.6.b: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period
 - 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
 - 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
 - 6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

- 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- 6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties
- 6.1.12.HistoryCC.14.c: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.
- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation
- 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

[Progress Indicators- Reading and Writing Grades 11-12](#)

Essential Question(s)

1. How has American culture changed throughout its history?
2. Why has American culture changed more in the last 100 years compared to its 1st 200 years?

3. What decades are considered to be more conservative and/or more liberal throughout the 20th century?

Enduring Understandings

Historical Causation: Compare causes and/or effects, including between short- and long-term effects. • Analyze and evaluate the interaction of multiple causes and/or effects. • Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

Patterns of Continuity and Change over Time: Analyze and evaluate historical patterns of continuity and change over time. • Connect patterns of continuity and change over time to larger historical processes or themes.

Periodization: Explain ways that historical events and processes can be organized within blocks of time. • Analyze and evaluate competing models of periodization of U.S. history.

Comparison and Contextualization: Compare related historical developments and processes across place, time, and/or different societies or within one society. • Explain and evaluate multiple and differing perspectives on a given historical phenomenon.

Contextualization: Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time. • Explain and evaluate ways in which a phenomenon, event, or process connects to other, similar historical phenomena across time and place.

Historical Argumentation: Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence. • Construct convincing interpretations through analysis of disparate, relevant historical evidence. • Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

Appropriate use of Relevant Historical Evidence: Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered. • Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving

<table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td></td><td>Health Literacy</td></tr> <tr><td>X</td><td>Civic Literacy</td></tr> <tr><td>X</td><td>Financial, Economic, Business, and Entrepreneurial Literacy</td></tr> </table>		Health Literacy	X	Civic Literacy	X	Financial, Economic, Business, and Entrepreneurial Literacy	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>X</td><td>Communication</td></tr> <tr><td>X</td><td>Collaboration</td></tr> </table>	X	Communication	X	Collaboration
	Health Literacy										
X	Civic Literacy										
X	Financial, Economic, Business, and Entrepreneurial Literacy										
X	Communication										
X	Collaboration										
Student Learning Targets/Objectives (Students will know/Students will understand)	Teaching and Learning Activities										
<p>A. Analyze what pop culture is and how it has changed over the years in American history. Find examples from both past and present of pop culture to help define and understand what pop culture is.</p>	<p>Students will research the ideas of pop culture and find definitions of the term. Then they will create a chart showing different examples of American pop culture from different time periods. They will then discuss the differences they found in the different time periods with pop culture.</p> <p>Students will also create a pop culture item that best represents the attitudes of present day. We will discuss what we think present day attitudes are in America and then create an item that will best represent those ideals.</p>										
<p>B. Analyze and comprehend pop culture in America before the year 1900. Study different eras pre-1900 and see what, if any, pop culture items can be found. Read about these time periods in general and the major events that occurred.</p> <p>Topics include:</p> <ul style="list-style-type: none"> ● Pre-Colonial America ● Colonial America ● Revolutionary Times ● Early American Government ● Pre-Civil War ● Civil War ● Reconstruction ● Late 1800s 	<p>Students will evaluate the conditions of early America and decide why there were less pop culture items around. They will find examples of pop culture items from pre-colonial times up through the late 1800s. Teacher will present this through a combination of research, readings, and lecture.</p> <p>Students will find several events from each period and match them up with pop culture items from those periods. They will then write how those items represent what was going on during that period.</p>										
<p>C. Differences in conservative and liberal ideas in America throughout the decades since the</p>	<p>Students will research the politics and events of each decade. They will then create a chart that shows the</p>										

<p>year 1900. Analyze how those decades can be considered conservative or liberal.</p>	<p>decades and whether the politics and events of the decade are conservative or liberal.</p> <p>Students will read about what conservative and liberal mean and write a short paper on the differences between the two.</p>
<p>D. Know when important events in American history occurred and why they were important to American history.</p>	<p>Students will create a timeline of important events since the year 1900. This list will be referred to throughout the course. Next to each event the students will label whether it was a conservative, liberal, or neutral event.</p>
<p>Differentiation Strategies</p>	<p>Resources based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions/notes Flexible groups based on formative assessment or student choice One:One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students</p>
<p>Windows</p>	<ul style="list-style-type: none"> - Accelerated pacing - Varied reading - Additional activities as per teacher discretion - Optional argumentative writing
<p>Assessments (Pre, Formative, Summative, Other) <i>Denote required common assessments with an *</i></p>	
<p>Pre:</p> <ul style="list-style-type: none"> ● KWL Chart, Pre-Test <p>Formative:</p> <ul style="list-style-type: none"> ● quizzes ● reading check assessments ● completion of group and independent research activities ● completion of online blogging and online debates 	

- webquests
- Writing of essays, personal journal responses, and a variety of formal and informal writing assignments
- Class participation, note taking and homework completion
- Student simulation, video, and other student created authentic assessments.

Summative:

- Project, Test, DBQ Analysis

Benchmark: DBQ Analysis

Common Final Exam*

Alternative: Student Project Choice: Video, Presentation, Research Paper

Resources

Enriched Textbook: *America: The Essential Learning Edition*, Author: David Emory Shi, Publisher, W.W. Norton, Copyright: 2018

Regular Textbook: *United States History and Geography*, Grade Levels 9-12, Publisher: McGraw-Hill Education, Copyright: 2016

Academic Index - US History by decade - http://www.academicindex.net/us_history/us_hist_by_decade.html

Abc-clio database

Animated Atlas - American History Timeline - <http://www.animatedatlas.com/timeline.html>

Student News Daily - Conservative v Liberal - <https://www.studentnewsdaily.com/conservative-vs-liberal-beliefs/>

Videos by conservatives and liberals discussing what those terms mean.

List of pop culture resources - <http://english.berkeley.edu/Postwar/pop.html>

The People's History (all kinds of pop culture items) - <http://www.thepeoplehistory.com/>

Pop culture collection for the decades - <http://www.retrowaste.com/>

American History Topics - <http://www.ushistory.org/us/>

**Wayne Township School District
Curriculum Format**

Content Area/ Grade Level/ Course:	20th Century American Pop Culture, Grades 11-12	
Unit Plan Title:	Period 2: All Work And No Play Make Jack a Dull Boy: Leisure Time in American Pop Culture	
Time Frame	5 Weeks	
Anchor Standards in Reading & Writing/ Literacy in History		

Social Studies Practices The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Anchor Companion Standards (Reading and Writing Grades 11-12)

Unit Summary: Period 2: All Work and No Play Make Jack a Dull Boy

The purpose of this unit is to explore the pop culture aspects of American leisure time activities. American leisure first has to be defined. We will look at how over time people fought to get more leisure time, but today most Americans do not use all, if any, of their vacation days. We will discover and study different activities that Americans fill their leisure time with. There will be discussions about toys, games, food, fashion, celebrations, vacations, housing, and general activities. We will also discuss and define what fads are and what role they play in defining what is important in American culture and society. Finally, we will look at the history of American art and architecture. By looking at the styles of art and when they were important in America, we can discuss if they are a reaction against or a reflection of society at that time.

***This unit includes instruction that meets the NJ Amistad Mandate.**

Standard Number(s)

1. Developing Questions and Planning Inquiry
 2. Seeking Diverse Perspectives
 3. Presenting Arguments and Explanations
 4. Engaging in Civil Discourse and Critiquing Conclusions
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
 - 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations
 - 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
 - 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
 - 6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.
 - 6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

- 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
- 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
- 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

[Progress Indicators- Reading and Writing Grades 11-12](#)

Essential Question(s)

1. What are the differences between different styles of American art?
2. How has leisure time grown and changed throughout American history?
3. What ways has gaming changed and what does that say about American society?
4. Do leisure activities reflect what was happening at the time or is it a reaction against it?

Enduring Understandings

Historical Causation: Compare causes and/or effects, including between short- and long-term effects. • Analyze and evaluate the interaction of multiple causes and/or effects. • Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

Patterns of Continuity and Change over Time: Analyze and evaluate historical patterns of continuity and change over time. • Connect patterns of continuity and change over time to larger historical processes or themes.

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Historical Argumentation: Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence. • Construct convincing interpretations through analysis of disparate, relevant historical evidence. • Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

Appropriate use of Relevant Historical Evidence: Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered. • Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply.
21st Century Themes

*Indicate whether these skills are **E-Encouraged**, **T-Taught**, or **A-Assessed** in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.*

		21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		
Student Learning Targets/Objectives (Students will know/Students will understand)		Teaching and Learning Activities	
A. Examine what leisure time is and how it has changed throughout American history. Analyze its effects on life in general for Americans.		<p>Students will research and listen to a lecture on what leisure is and how it changed American' lives. The students will start by creating a list of leisure time activities that they do today. Then they will find a couple of leisure activities from each decade. We will then compare the two lists.</p> <p>Students will predict how leisure time and leisure time activities will change in the future.</p>	
B. Analyze four areas of American life: fads, fashion, food, and housing. Compare how these items reflect the times they are in.		<p>Students will read about and research fads and fashions in America since the year 1900. We will see what those changes say about America in general.</p> <p>Students will look at new foods introduced at different times in the last 100 years in America. They will create a presentation showing how America is reflected in these changing tastes.</p> <p>Students will look at how housing has changed and analyze what those changes mean about Americans.</p>	
C. Describe how games and gaming have changed with the changes in technology and the changes in American tastes.		<p>Students will study the evolution of games in America. They will look at kids games played outside, board games, and video games. We will discuss how and why these games have changed and what that says about America.</p>	

	<p>Students will research the recent suggestions that current video games are one of the causes of a more violent society. We will then have a debate on the topic.</p>
<p>D. Describe and Examine the different styles of American Art and Architecture. Understand how those styles have changed and what, if any, of those changes were attached to the politics of the time.</p>	<p>Students will listen to a lecture and study the different style of American Art. They will then find examples of the different styles of art and explain why they fit into that style.</p> <p>Students will create a work of art in three different style of American art. They will explain to the class how and why they fit those styles of art.</p> <p>Students will walk the grounds of Wayne Valley and take pictures of items that could be considered a certain style of American art. They will put their pictures in a presentation and show and explain it to the class.</p>
<p>E. Analyze what a vacation means to Americans and how it has changed over time. Describe why Americans take less vacation days than most countries and describe what that says about American culture.</p>	<p>Students will look at the average amount of vacation days taken by people in different countries and we will discuss how that reflects American culture.</p> <p>Students will research how vacations have changed in the last 100 years. Each group of students will be assigned a different era to research and then we will compare and contrast the different eras. Finally, we will state how these changes reflect American culture.</p>
<p>Differentiation Strategies</p>	<p>Resources based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions/notes Flexible groups based on formative assessment or student choice One:One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students</p>

	Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students
Windows	<ul style="list-style-type: none"> - Accelerated pacing - Varied reading - Additional activities as per teacher discretion - Optional argumentative writing
Assessments (Pre, Formative, Summative, Other) Denote required common assessments with an *	
<p>Pre:</p> <ul style="list-style-type: none"> ● KWL Chart, Pre-Test <p>Formative:</p> <ul style="list-style-type: none"> ● quizzes ● reading check assessments ● completion of group and independent research activities ● completion of online blogging and online debates ● webquests ● Writing of essays, personal journal responses, and a variety of formal and informal writing assignments ● Class participation, note taking and homework completion ● Student simulation, video, and other student created authentic assessments. <p>Summative:</p> <ul style="list-style-type: none"> ● Project, Test, DBQ Analysis <p>Benchmark: DBQ Analysis</p> <p>Common Final Exam*</p> <p>Alternative: Student Project Choice: Video, Presentation, Research Paper</p>	
Resources	
<p>Enriched Textbook: <i>America: The Essential Learning Edition</i>, Author: David Emory Shi, Publisher, W.W. Norton, Copyright: 2018</p> <p>Regular Textbook: <i>United States History and Geography</i>, Grade Levels 9-12, Publisher: McGraw-Hill Education, Copyright: 2016</p> <p>Academic Index - US History by decade - http://www.academicindex.net/us_history/us_hist_by_decade.html</p>	

Abc-clio database

Animated Atlas - American History Timeline - <http://www.animatedatlas.com/timeline.html>

List of pop culture resources - <http://english.berkeley.edu/Postwar/pop.html>

Museum of Play - <http://www.museumofplay.org/about/icheg/video-game-history/timeline>

Brief History of Board Games - http://www.thebiggamehunter.com/mgxroot/page_10768.html

The People's History (all kinds of pop culture items) - <http://www.thepeoplehistory.com/>

History of American Art - <http://www.visual-arts-cork.com/history-of-art/american-art.htm>

Smithsonian - <http://americanart.si.edu/visit/about/history/>

American Architecture - <http://www.visual-arts-cork.com/architecture/american.htm>

Pop culture collection for the decades - <http://www.retrowaste.com/>

American History Topics - <http://www.ushistory.org/us/>

General Culture - <http://www.digitalhistory.uh.edu/>

[NJ Amistad Commission](#)

**Wayne Township School District
Curriculum Format
Social Studies 2017-18**

Content Area/ Grade Level/ Course:	20th Century American Pop Culture, Grades 11-12	
Unit Plan Title:	Period 3: Stupid Is As Stupid Does: Communication in American Pop Culture	

Time Frame	5 Weeks	
Anchor Standards in Reading & Writing/ Literacy in History		

Social Studies Practices The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

Standard 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

Standard 8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

Unit Summary: Period 3: Stupid Is As Stupid Does

The purpose of this unit is to look at and study the effects that communication has on American society. There are many forms of communication that have been important to the development of American culture. We will study the American language and especially American slang to see how it reflects society. American literature is another great form of communication between American citizens. How great works of literature reflect the time period they were written and/or popular shows a lot about society. Also, looking at the importance of newspapers and magazines and, in more recent times, websites, blogging, and other online tools, will demonstrate how these have helped shape American culture and society. Studying types of communication from letters to phones to social media also will help explain how and why some changes have occurred in America. Finally, studying American advertising will show the changes in both how advertising is done but also how it is viewed by society. As always, this will help demonstrate how culture both reflects and reacts to society.

Standard Number(s)

1. Developing Questions and Planning Inquiry
 2. Seeking Diverse Perspectives
 3. Presenting Arguments and Explanations
 4. Engaging in Civil Discourse and Critiquing Conclusions
- 6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased
 - 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
 - 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
 - 6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
 - 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
 - 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).
 - 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

[Progress Indicators- Reading and Writing Grades 11-12](#)

Essential Question(s)

1. How does the American language and slang reflect society?
2. Does American literature, magazines and newspapers accurately portray the times they were written?
3. How has communication changed and affected American society?
4. What does advertising say about the times they were created?

Enduring Understandings

Historical Causation: Compare causes and/or effects, including between short- and long-term effects. • Analyze and evaluate the interaction of multiple causes and/or effects. • Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

Patterns of Continuity and Change over Time: Analyze and evaluate historical patterns of continuity and change over time. • Connect patterns of continuity and change over time to larger historical processes or themes.

Periodization: Explain ways that historical events and processes can be organized within blocks of time. • Analyze and evaluate competing models of periodization of U.S. history.

Comparison and Contextualization: Compare related historical developments and processes across place, time, and/or different societies or within one society. • Explain and evaluate multiple and differing perspectives on a given historical phenomenon.

Contextualization: Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time. • Explain and evaluate ways in which a phenomenon, event, or process connects to other, similar historical phenomena across time and place.

Historical Argumentation: Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence. • Construct convincing interpretations through analysis of disparate, relevant historical evidence. • Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

Appropriate use of Relevant Historical Evidence: Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered. • Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

In this unit plan, the following 21 st Century themes and skills are addressed.																			
<p><i>Check all that apply.</i></p> <p>21st Century Themes</p>	<p><i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i></p> <p>21st Century Skills</p>																		
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Student Learning Targets/Objectives (Students will know/Students will understand)	Teaching and Learning Activities																		
A. Describe how the American language and its use reflects society. Examine the use of slang and why it is used in America.	Students will research how Americans use the language and what phrases and words were introduced and important.																		

	<p>Students will compare and contrast slang words from different eras. They will also discuss what those slang words say about that time period.</p> <p>Students will create a skit where different people will use different slang terms from different eras.</p>
<p>B. Examine the written word in American society when it comes to literature, magazines, and newspapers and how it reflects and reacts to society.</p>	<p>Students will read excerpts from popular books from different eras. They will create a small report on how they do or do not fit with the politics of that decade.</p> <p>Students will look at popular magazines and what their articles were generally about and discuss how that fits with the times they were written.</p> <p>Students will look at newspaper headlines from the past and present and compare and contrast them. We will then have a debate on what time period was a better period to get your news.</p>
<p>C. Analyze how the ways Americans communicate has changed over the last 100 years and whether that has been an improvement to society.</p> <p>Topics include:</p> <ul style="list-style-type: none"> ● Letters ● Phone ● Text ● Social Media 	<p>Students will create a fictional narrative where the characters will go through the same event but communicate about that event in three different ways. We will discuss what changes about the event with the different ways of communication.</p> <p>Students will debate the positives and negatives of the introduction of social media as a means of communication.</p> <p>Students will research how American society changed as ways of communication changed.</p>
<p>D. Describe how advertising affects American society. Examine how advertising has changed over the years and what ads from different eras say about the time period they were created in.</p>	<p>Students will compare and contrast ads from different decades to see how they have changed.</p> <p>The students will find ads from the past that they believe would not be used today. We will discuss why those ads would not be used in today's society and what it says about the time period they were produced in.</p>

Differentiation Strategies	Resources based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions/notes Flexible groups based on formative assessment or student choice One:One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students
Windows	<ul style="list-style-type: none"> - Accelerated pacing - Varied reading - Additional activities as per teacher discretion - Optional argumentative writing
Assessments (Pre, Formative, Summative, Other) <i>Denote required common</i> <i>assessments with an *</i>	
Pre: <ul style="list-style-type: none"> ● KWL Chart, Pre-Test Formative: <ul style="list-style-type: none"> ● quizzes ● reading check assessments ● completion of group and independent research activities ● completion of online blogging and online debates ● webquests ● Writing of essays, personal journal responses, and a variety of formal and informal writing assignments ● Class participation, note taking and homework completion ● Student simulation, video, and other student created authentic assessments. Summative: <ul style="list-style-type: none"> ● Project, Test, DBQ Analysis Benchmark: DBQ Analysis Common Final Exam*	

Alternative: Student Project Choice: Video, Presentation, Research Paper

Resources

Enriched Textbook: *America: The Essential Learning Edition*, Author: David Emory Shi, Publisher, W.W. Norton, Copyright: 2018

Regular Textbook: *United States History and Geography*, Grade Levels 9-12, Publisher: McGraw-Hill Education, Copyright: 2016

Academic Index - US History by decade - http://www.academicindex.net/us_history/us_hist_by_decade.html

Abc-clio database

Animated Atlas - American History Timeline - <http://www.animatedatlas.com/timeline.html>

List of pop culture resources - <http://english.berkeley.edu/Postwar/pop.html>

The People's History (all kinds of pop culture items) - <http://www.thepeoplehistory.com/>

American Slang - <http://www.alphadictionary.com/slang/>

Pop culture collection for the decades - <http://www.retrowaste.com/>

American History Topics - <http://www.ushistory.org/us/>

General Culture - <http://www.digitalhistory.uh.edu/>

Episodes of American Slang - <http://www.history.com/shows/americas-secret-slang>

List of Popular American books - <https://www.goodreads.com/shelf/show/20th-century-american-literature>

Timeline of Communication technologies - <http://www.worldhistorysite.com/culttech.html>

History of Ads - <http://historymatters.gmu.edu/mse/ads/intro.html>

Article on History of Ads - <https://muse.jhu.edu/article/193868>

Timeline of ads -

<http://adage.com/article/special-report-the-advertising-century/ad-age-advertising-century-timeline/143661/>

Article on how advertising works -

<http://www.smithsonianmag.com/history/how-advertisers-convinced-americans-they-smelled-bad-12552404/?no-ist>

**Wayne Township School District
Curriculum Format**

Content Area/ Grade Level/ Course:	20th Century American Pop Culture, Grades 11-12	
Unit Plan Title:	Period 4: Houston, We Have a Problem - Technology in American Pop Culture	
Time Frame	5 Weeks	
Anchor Standards in Reading & Writing/ Literacy in History		

Social Studies Practices The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

Standard 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that

reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

Standard 8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

Unit Summary: Period 4: Houston, We Have a Problem

The purpose of this unit is to see how technology in general has shaped American society. America, unlike many other countries around the world, has grown and developed with the modern changes in technology. All types of technology have influenced the way Americans live, both now and in the past. It does not matter if it is farming technology, housing technology, building technology, or computer technology. All of it has changed the landscape of American culture and society. There will be an emphasis on transportation technology and its influence on American society and, for that matter, world events. Everything from cars to spaceships have affected the way Americans live on a daily basis. Finally, we will look at medical technology and how that has shaped American culture as well.

***This unit includes instruction that meets the NJ Amistad Mandate.**

Standard Number(s)

1. Developing Questions and Planning Inquiry
 2. Seeking Diverse Perspectives
 3. Presenting Arguments and Explanations
 4. Engaging in Civil Discourse and Critiquing Conclusions
-
- 6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
 - 6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

- 6.1.12.HistoryCC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer
- 6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
- 6.1.12.HistoryCC.11.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- 6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
- 6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties
- 6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.
- 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
- 6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.
- 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

[Progress Indicators- Reading and Writing Grades 11-12](#)

Essential Question(s)

1. How has the changing of technology affected American society?
2. How has the automobile shaped American society?
3. Has space exploration changed American society?
4. How has medicine and disease prevention changed American culture?
5. How has illegal drugs affected the politics of America?

Enduring Understandings

Historical Causation: Compare causes and/or effects, including between short- and long-term effects. • Analyze and evaluate the interaction of multiple causes and/or effects. • Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

Patterns of Continuity and Change over Time: Analyze and evaluate historical patterns of continuity and change over time. • Connect patterns of continuity and change over time to larger historical processes or themes.

Periodization: Explain ways that historical events and processes can be organized within blocks of time. • Analyze and evaluate competing models of periodization of U.S. history.

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Historical Argumentation: Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence. • Construct convincing interpretations through analysis of disparate, relevant historical evidence. • Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

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considered. • Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

In this unit plan, the following 21 st Century themes and skills are addressed.																			
<p><i>Check all that apply.</i></p> <p>21st Century Themes</p>	<p><i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i></p> <p>21st Century Skills</p>																		
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X	Creativity and Innovation																		
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X	Communication																		
X	Collaboration																		
Student Learning Targets/Objectives (Students will know/Students will understand)	Teaching and Learning Activities																		
<p>A. Analyze how life would be different if certain pieces of technology were never invented. Describe the influence of technology on American culture and society.</p>	<p>Students will create a top ten list of inventions in the last 100 years that has most changed the way we live. We will then discuss and debate a top 10 list for the class.</p> <p>Students will research different pieces of technology and their effects on American society. We will debate the</p>																		

	positives and negatives of these technological changes.
B. Describe how the automobile has shaped and changed American society. Describe also how transportation, in general, has changed the way Americans live.	<p>Students will listen to a lecture and research ways that the automobile has changed society. They will then create a world where the car does not exist and show how society would be different</p> <p>Students will create a list of different types of transportation and the positives and negatives they bring to American society.</p>
C. Describe the effects space exploration has on American society and if it makes sense to continue to spend the money on space exploration.	Students will research how much money is spent on space exploration and how much it benefits American society. We will then debate whether or not it is worth the money spent.
D. Analyze how the use of medicine has changed American society and how the government responds to health crises shows something about society at that time.	Students will study how different medicines changed American society. They will also write a paper on how the government responded to different health crises over the years and what that says about that time period.
E. Describe how drugs and alcohol has affected and changed American society.	Students will create a list of laws, acts, and actions the American government has taken in response to drugs and alcohol. We will then debate the effects that these government actions had on society.
Differentiation Strategies	<p>Resources based on skill level</p> <p>Craft additional prompts to support reading and writing comprehension and extension</p> <p>Additional readings and resources provided for support and extension</p> <p>Guided reading questions/notes</p> <p>Flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of reading, when appropriate</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Level of independence</p> <p>Differentiation Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p>
Windows	- Accelerated pacing

- Varied reading
- Additional activities as per teacher discretion
- Optional argumentative writing

Assessments (Pre, Formative, Summative, Other)
assessments with an *

Denote required common

Pre:

- KWL Chart, Pre-Test

Formative:

- quizzes
- reading check assessments
- completion of group and independent research activities
- completion of online blogging and online debates
- webquests
- Writing of essays, personal journal responses, and a variety of formal and informal writing assignments
- Class participation, note taking and homework completion
- Student simulation, video, and other student created authentic assessments.

Summative:

- Project, Test, DBQ Analysis

Benchmark: DBQ Analysis

Common Final Exam*

Alternative: Student Project Choice: Video, Presentation, Research Paper

Resources

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Abc-clio database

Animated Atlas - American History Timeline - <http://www.animatedatlas.com/timeline.html>

List of pop culture resources - <http://english.berkeley.edu/Postwar/pop.html>

The People's History (all kinds of pop culture items) - <http://www.thepeoplehistory.com/>

Pop culture collection for the decades - <http://www.retrowaste.com/>

American History Topics - <http://www.ushistory.org/us/>

Timeline of American Technological Advances -
http://www.pbs.org/wgbh/amex/telephone/timeline/timeline_text.html

Transportation Technology - http://amhistory.si.edu/onthemove/themes/story_50_1.html

General Culture - <http://www.digitalhistory.uh.edu/>

Milestones in Medical Technology -
http://www.nytimes.com/interactive/2012/10/05/health/digital-doctor.html?_r=0###time15_348

Timeline of American Medicine - <http://med.stanford.edu/centennial/milestones.html>

American Drug History - <http://www.pbs.org/wgbh/pages/frontline/shows/drugs/buyers/socialhistory.html>

History of Drugs in America - <http://www.druglibrary.org/schaffer/history/casey1.htm>

History of Drugs -
<http://aforeverrecovery.com/blog/drug-abuse/the-history-of-drug-abuse-in-the-united-states/>

History and videos of Prohibition- <http://www.history.com/topics/prohibition>

[NJ Amistad Commission](#)

**Wayne Township School District
Curriculum Format**

Content Area/ Grade Level/ Course:		20th Century American Pop Culture, Grades 11-12
Unit Plan Title:		Period 5: Are You Not Entertained? Entertainment in American Pop Culture
Time Frame		5 Weeks
Anchor Standards in Reading & Writing/ Literacy in History		

Social Studies Practices The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

Standard 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

Unit Summary: Period 5: Are You Not Entertained?

The purpose of this unit is to study the entertainment industry and its influence on American culture and society. American music from the early 1900s through the Jazz Age through Rock N Roll and up through the modern age has constantly helped us understand what is going on in America. Radio and television has also shown us a portal to what Americans deemed important. Movies and Broadway gave us yet another window into what was happening in American society. All of these entertainment sources could help explain Americans feelings and attitudes during the times they were popular. We will also look at the evolution of the professional sports industry. We will discuss it from both an entertainment point of view but also a political and labor point of view. Finally, we will look at celebrities in general. The people who are considered a celebrity will help give insight to what was important at any given time in our country's history.

***This unit includes instruction that meets the NJ Amistad Mandate.**

Standard Number(s)

1. Developing Questions and Planning Inquiry
 2. Seeking Diverse Perspectives
 3. Presenting Arguments and Explanations
 4. Engaging in Civil Discourse and Critiquing Conclusions
-
- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
 - 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
 - 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
 - 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
 - 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
 - 6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
 - 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).

- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

[Progress Indicators- Reading and Writing Grades 11-12](#)

Essential Question(s)

1. How has music and dance reflected and reacted to events in American history.
2. Does television and radio accurately portray American life?
3. How do movies and Broadway plays help explain American society?
4. Why have sports become such a huge part of American culture?
5. What does a celebrity say about different eras of American history?

Enduring Understandings

Historical Causation: Compare causes and/or effects, including between short- and long-term effects. • Analyze and evaluate the interaction of multiple causes and/or effects. • Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

Patterns of Continuity and Change over Time: Analyze and evaluate historical patterns of continuity and change over time. • Connect patterns of continuity and change over time to larger historical processes or themes.

Periodization: Explain ways that historical events and processes can be organized within blocks of time. • Analyze and evaluate competing models of periodization of U.S. history.

Comparison and Contextualization: Compare related historical developments and processes across place, time, and/or different societies or within one society. • Explain and evaluate multiple and differing perspectives on a given historical phenomenon.

Contextualization: Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time. • Explain and evaluate

ways in which a phenomenon, event, or process connects to other, similar historical phenomena across time and place.

Historical Argumentation: Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence. • Construct convincing interpretations through analysis of disparate, relevant historical evidence. • Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

Appropriate use of Relevant Historical Evidence: Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered. • Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

In this unit plan, the following 21 st Century themes and skills are addressed.			
Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
<input type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)	Teaching and Learning Activities
<p>A. Examine how changes in music reflect and react to changes in American society. Describe how different styles of music and dances reflect society at different times.</p>	<p>Students will get lyrics from different songs and have to state how those lyrics symbolize events going on at the time they were written.</p> <p>Students will create a list of different styles of music and state what each says about American culture and society.</p> <p>Students will study different types of dances from different eras and discuss what those dances say about that time period.</p> <p>Students will create a dance that reflects society today.</p>
<p>B. Describe how television and radio helped shape American culture and society. Examine how television helped define gender roles.</p>	<p>Students will compare and contrast different television shows from different eras. They will write a paper on how certain shows would be different if they were made today or how shows today would be different if they were made in other eras.</p> <p>Students will create a chart of shows, when they were made, and what roles different characters play and what that says about that time period.</p>
<p>C. Describe how film and Broadway has had influences on politics in the US. Examine how the plots of movies have reflected and reacted against what was happening in American society.</p>	<p>Students will watch clips from different movies throughout the decades and discuss what those movies have to do with that time period.</p> <p>Students create the idea of a movie that would be made today to react to what is going on today in American politics and society. They will create a title, plot-line, and poster to help display their movie idea.</p> <p>Students will research the top 10 movies from different years and explain what they say about the time period they were created in.</p>

	<p>Students will pick a movie to be either recreated today or one from today to be recreated back in another era. They will have to explain what would be different about the movie they chose.</p>
<p>D. Explain why sports have become so popular and such a big part of the economy in American society. Describe why and how sports affect American culture and society.</p>	<p>Students will create a timeline history of a sport in America. They will describe important events and historic feats. They will also describe the influence each sport has on society.</p> <p>Students will research the role sports played in racial, gender, and other issues in America.</p> <p>Students will try to create a new sport which reflects society today. They will describe the rules, skills, and events that make it reflective of today.</p>
<p>E. Examine the idea of American celebrity: who is considered a celebrity and why they are considered a celebrity. Describe how celebrity has changed over the years and what that says about American society.</p>	<p>Students will create a list of celebrities from different decades. They will state what they did to become a celebrity. We will then discuss how different the celebrities are from different time periods.</p> <p>Students will discuss why some celebrities last throughout the decades and why some fade away and what that says about American society.</p>
<p>Differentiation Strategies</p>	<p>Resources based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions/notes Flexible groups based on formative assessment or student choice One:One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students</p>

Windows	<ul style="list-style-type: none"> - Accelerated pacing - Varied reading - Additional activities as per teacher discretion - Optional argumentative writing
Assessments (Pre, Formative, Summative, Other) <i>Denote required common assessments with an *</i>	
<p>Pre:</p> <ul style="list-style-type: none"> ● KWL Chart, Pre-Test <p>Formative:</p> <ul style="list-style-type: none"> ● quizzes ● reading check assessments ● completion of group and independent research activities ● completion of online blogging and online debates ● webquests ● Writing of essays, personal journal responses, and a variety of formal and informal writing assignments ● Class participation, note taking and homework completion ● Student simulation, video, and other student created authentic assessments. <p>Summative:</p> <ul style="list-style-type: none"> ● Project, Test, DBQ Analysis <p>Benchmark: DBQ Analysis</p> <p>Common Final Exam*</p> <p>Alternative: Student Project Choice: Video, Presentation, Research Paper</p>	
Resources	
<p>Enriched Textbook: <i>America: The Essential Learning Edition</i>, Author: David Emory Shi, Publisher, W.W. Norton, Copyright: 2018</p> <p>Regular Textbook: <i>United States History and Geography</i>, Grade Levels 9-12, Publisher: McGraw-Hill Education, Copyright: 2016</p> <p>Academic Index - US History by decade - http://www.academicindex.net/us_history/us_hist_by_decade.html</p> <p>Abc-clio database</p>	

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List of pop culture resources - <http://english.berkeley.edu/Postwar/pop.html>

The People's History (all kinds of pop culture items) - <http://www.thepeoplehistory.com/>

Pop culture collection for the decades - <http://www.retrowaste.com/>

American History Topics - <http://www.ushistory.org/us/>

Information and links on American sports - <http://usa.usembassy.de/sports.htm>

American Movie History - <http://www.filmsite.org/filmh.html>

American Music history - <http://www.gilderlehrman.org/history-now/2012-07/music-and-history-our-times>

American TV History - <http://www3.northern.edu/wild/th100/tv.htm>

American TV History - <http://www.emmytvllegends.org/resources/tv-history>

Article on American Celebrity - <https://www.psychologytoday.com/articles/199505/the-culture-celebrity>

Article on American Celebrity - http://www.nytimes.com/2013/05/20/opinion/inequality-and-the-modern-culture-of-celebrity.html?_r=0

Broadway History - <http://www.newyork.com/resources/broadway-and-theater-history/>

General Culture - <http://www.digitalhistory.uh.edu/>

[NJ Amistad Commission](#)

**Wayne Township School District
Curriculum Format**

Content Area/ Grade	20th Century American Pop Culture, Grades 11-12	
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Level/ Course:		
Unit Plan Title:	Period 6: You Can't Handle the Truth, Comparative Pop Culture through the decades	
Time Frame	7 Weeks	
Anchor Standards in Reading & Writing/ Literacy in History		

Social Studies Practices The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

Standard 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

Unit Summary: Period 6: You Can't Handle the Truth

The purpose of this unit is to look at pop culture in different eras or decades and decide how it reflected or reacted against what was happening politically and socially. Important events in American history will be looked at through the lens of pop culture. We will try to get a sense of the importance of pop culture in each era and if it was a true source of change or did it cement in the status quo. We will also compare different eras to see what kind of changes truly occurred and, possibly more importantly, what stayed the same.

***This unit includes instruction that meets the NJ Amistad Mandate**

Standard Number(s)

1. Developing Questions and Planning Inquiry
 2. Seeking Diverse Perspectives
 3. Presenting Arguments and Explanations
 4. Engaging in Civil Discourse and Critiquing Conclusions
- 6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
 - 6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
 - • 6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War
 - 6.1.12.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.
 - 6.1.12.HistoryCC.13.d: Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
 - 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
 - 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
 - 6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
 - 6.1.12.EconEM.14.a: Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.

- 6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
- 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

[Progress Indicators- Reading and Writing Grades 11-12](#)

Essential Question(s)

1. How does pop culture reflect the time period it was created in?
2. How does pop culture react against the time period it was created in?
3. How has pop culture changed throughout the last 100 years in American history?

Enduring Understandings

Historical Causation: Compare causes and/or effects, including between short- and long-term effects. • Analyze and evaluate the interaction of multiple causes and/or effects. • Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

Patterns of Continuity and Change over Time: Analyze and evaluate historical patterns of continuity and change over time. • Connect patterns of continuity and change over time to larger historical processes or themes.

Periodization: Explain ways that historical events and processes can be organized within blocks of time. • Analyze and evaluate competing models of periodization of U.S. history.

Comparison and Contextualization: Compare related historical developments and processes across place, time, and/or different societies or within one society. • Explain and evaluate multiple and differing perspectives on a given historical phenomenon.

Contextualization: Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time. • Explain and evaluate ways in which a phenomenon, event, or process connects to other, similar historical phenomena across time and place.

Historical Argumentation: Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence. • Construct convincing interpretations through analysis of disparate, relevant historical evidence. • Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

Appropriate use of Relevant Historical Evidence: Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered. • Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)	Teaching and Learning Activities
<p>A. Examine all aspects of American pop culture throughout each decade since 1900 and compare it to the historic events and politics of the time.</p>	<p>Students will get a decade to focus on all aspects of pop culture and politics. They will then put together a presentation on how their decade is a reflection of the politics or a reaction against it. They will present their findings to the class</p> <p>Students will pick a lyric from a song or a part of a book and change it so it fits into a different decade.</p> <p>Students will play a game where they will have to name what time period different pop culture items are from. Each item will be projected up front and they will guess what decade it is from and we will discuss why they think that.</p>
<p>B. Analyze whether each decade's pop culture fits in with its liberal or conservative leanings.</p>	<p>Students will write a paper on which decade's pop culture best reflects its liberal or conservative leanings.</p> <p>Students will change the pop culture in decades to fit in better with that decade's conservative or liberal leanings.</p>
<p>Differentiation Strategies</p>	<p>Resources based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions/notes Flexible groups based on formative assessment or student choice One:One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students</p>
<p>Windows</p>	<p>- Accelerated pacing</p>

- Varied reading
- Additional activities as per teacher discretion
- Optional argumentative writing

Assessments (Pre, Formative, Summative, Other)
assessments with an *

Denote required common

Pre:

- KWL Chart, Pre-Test

Formative:

- quizzes
- reading check assessments
- completion of group and independent research activities
- completion of online blogging and online debates
- webquests
- Writing of essays, personal journal responses, and a variety of formal and informal writing assignments
- Class participation, note taking and homework completion
- Student simulation, video, and other student created authentic assessments.

Summative:

- Project, Test, DBQ Analysis

Benchmark: DBQ Analysis

Common Final Exam*

Alternative: Student Project Choice: Video, Presentation, Research Paper

Resources

Enriched Textbook: *America: The Essential Learning Edition*, Author: David Emory Shi, Publisher, W.W. Norton, Copyright: 2018

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Abc-clio database

Animated Atlas - American History Timeline - <http://www.animatedatlas.com/timeline.html>

List of pop culture resources - <http://english.berkeley.edu/Postwar/pop.html>

Student News Daily - Conservative v Liberal -
<https://www.studentnewsdaily.com/conservative-vs-liberal-beliefs/>

The People's History (all kinds of pop culture items) - <http://www.thepeoplehistory.com/>

Pop culture collection for the decades - <http://www.retrowaste.com/>

American History Topics - <http://www.ushistory.org/us/>

General Culture - <http://www.digitalhistory.uh.edu/>

[NJ Amistad Commission](#)

**Wayne Township School District
Curriculum Format**

Content Area/ Grade Level/ Course:	20th Century American Pop Culture, Grade 11-12	
Unit Plan Title:	Period 7: Toto, I've A Feeling We Are Not In Kansas Anymore: Changing Pop Culture	
Time Frame	4 Weeks	

Anchor Standards in Reading & Writing/ Literacy in History	

Social Studies Practices The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

Standard 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic value

Standard 9.2 Career Awareness, Exploration, Preparation and Training This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

Unit Summary: Period 7: Toto, I've A Feeling We Are Not In Kansas Anymore	
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The purpose of this unit is to discuss how American culture changes. We will look at and discuss the factors and influences that cause the changes to our culture. American culture is unique in the fact it will take in aspects from its immigrants and incorporate it into its own American culture. American food, language, fashion, music, and leisure time activities have sprinkles of many different societies in it. This is why American culture stays fresh. It is still evolving and most Americans embrace that idea. For the

most part, young Americans push these cultural shifts which eventually become mainstream which are then shifted again by the new youth. America's changing culture is one of its greatest assets.

Standard Number(s)

1. Developing Questions and Planning Inquiry
 2. Seeking Diverse Perspectives
 3. Presenting Arguments and Explanations
 4. Engaging in Civil Discourse and Critiquing Conclusions
- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
 - 6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
 - 6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
 - 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
 - 6.1.12.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
 - 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
 - 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
 - 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
 - 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
 - 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).
 - 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

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[Progress Indicators- Reading and Writing Grades 11-12](#)

Essential Question(s)

1. How is American culture a blending of many different cultures?
2. How will American culture continue to evolve in the years to come?
3. What will future changes in American culture do to American society and politics?

Enduring Understandings

Historical Causation: Compare causes and/or effects, including between short- and long-term effects. • Analyze and evaluate the interaction of multiple causes and/or effects. • Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

Patterns of Continuity and Change over Time: Analyze and evaluate historical patterns of continuity and change over time. • Connect patterns of continuity and change over time to larger historical processes or themes.

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Check all that apply. 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
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<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		
Student Learning Targets/Objectives (Students will know/Students will understand)		Teaching and Learning Activities	
A. Analyze where pop culture and society in America is going in the future. What		Students will create a visual to show how they think pop culture is going to change in the future. They will	

<p>items are going to change and what items are going to stay the same.</p>	<p>have to go through each aspect of pop culture and explain and create these new pop culture items.</p> <p>Students will create a future slang and they will create a skit that shows off their new language. They will then have to discuss why their slang was created.</p>
<p>B. Describe how different cultures have blended together to create American culture. Examine what gets accepted into this blending and why and how it is used.</p>	<p>Students will research items in American culture that have come from other cultures. We will create a class list of these items and try to find what areas provide the most influence on American culture.</p> <p>Students will have a debate on whether American culture is American or just a blend of several other cultures.</p>
<p>Differentiation Strategies</p>	<p>Resources based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions/notes Flexible groups based on formative assessment or student choice One:One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students</p>
<p>Windows</p>	<ul style="list-style-type: none"> - Accelerated pacing - Varied reading - Additional activities as per teacher discretion - Optional argumentative writing
<p>Assessments (Pre, Formative, Summative, Other) <i>Denote required common assessments with an *</i></p>	
<p>Pre:</p> <ul style="list-style-type: none"> ● KWL Chart, Pre-Test 	

Formative:

- quizzes
- reading check assessments
- completion of group and independent research activities
- completion of online blogging and online debates
- webquests
- Writing of essays, personal journal responses, and a variety of formal and informal writing assignments
- Class participation, note taking and homework completion
- Student simulation, video, and other students created authentic assessments.

Summative:

- Project, Test, DBQ Analysis

Benchmark: DBQ Analysis

Common Final Exam*

Alternative: Student Project Choice: Video, Presentation, Research Paper

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Animated Atlas - American History Timeline - <http://www.animatedatlas.com/timeline.html>

List of pop culture resources - <http://english.berkeley.edu/Postwar/pop.html>

The People's History (all kinds of pop culture items) - <http://www.thepeoplehistory.com/>

Pop culture collection for the decades - <http://www.retrowaste.com/>

American History Topics - <http://www.ushistory.org/us/>

General Culture - <http://www.digitalhistory.uh.edu/>