

Title: **Impact of Past Legislature on the Present**

Subject: US History

Topic: **Post WWII Domestic Affairs**

Grade: **10**

School: Ware County High

<b>Wiregrass History Consortium Unit Plan</b>			
<b>GPS Standard:</b>	<p><b>SSUSH18 The student will describe Franklin Roosevelt’s New Deal as a response to the depression and compare the ways governmental programs aided those in need.</b></p> <p style="padding-left: 40px;">c. Explain the passage of the Social Security Act as a part of the second New Deal.</p> <p><b>SSUHS21 The student will explain economic growth its impact on the United States, 1945-1970.</b></p> <p style="padding-left: 40px;">a. Describe the baby boom and its impact as shown by Levittown and the Interstate Highway Act.</p> <p><b>SSUHS23 The student will describe and assess the impact of political developments between 1945 and 1970.</b></p> <p style="padding-left: 40px;">c. Explain Lyndon Johnson’s Great Society; include the establishment of Medicare.</p>		
<b>Concept:</b>	Change and Continuity		
<b>Essential questions (2-5 questions) (What you want the students to know.)</b>	<p>What is the Social Security Act? How has it changed since it was first introduced?</p> <p>How did Johnson’s Great Society impact domestic affairs of the country?</p>		
<b>Elements (What you want the students to understand.)</b>	<p>-how federal programs evolve and change as the country</p> <p>-how economic growth impacts the United States</p>		
<b>Launch Activity (Hook)</b>	Reading an excerpt from L.B. Johnson Declares War on Poverty, 1964 speech and have students discuss if what is said could be spoken by today’s president.		
<b>Knowledge &amp; Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</b>	<b>Knowledge</b>		<b>Skills</b>
	New Deal, Fair Deal, Great Society, Cold War, Medicare, Levittown, Interstate Highway Act		Map skills Graphs and charts Reading primary sources
<b>Assessment Evidence: What evidence will show that students met the learning goal?</b>			
<b>Traditional Assessment (Quizzes, Test, Selected Responses)</b>			
Informal questioning of students. Chapter test			
<b>Portfolio Assessment</b>			

<b>Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.)</b>
Analyze various programs initiated by FDR, Truman, Eisenhower, and L.B.Johnson. Student will determine which federal programs are still in existence today and determine the significance of each program. Students will: A-identify president who introduced the program; B- discuss how the program has changed or not changed; C-discuss the significance of program; and D- write a position paper explaining why they are for or against the continuation of such program.
<b>Student Self-Assessment</b>
Peer review of rough draft of position paper
Pair-share
<b>Differentiation Associated with this unit</b>
Instead of writing a paper, a student could prepare a speech to deliver to the class
<b>Resources and instructional tools:</b>
Major Problems in American History Since 1945, Robert Griffin and Paula Baker, editors ABC-Clio