

**ALL lessons below require the use of the current textbook.  
Students may access the textbooks online through Canvas or Clever.**

## U.S. History

**Objective:** To analyze the 1960s-era Presidents as evidence of evaluating the significance of Vietnam, the Watergate Scandal, and the successes and failures of the Great Society.

**Note to teacher:** Please feel to use any and all of this material based on your need

### Week 1

**Materials:** Textbook/American History, HMH

#### Part 1

- Read the section entitled “America Support France in Vietnam” on pages 781-782. Complete cornell notes or alternative note-taking.
- Read the section entitled “The United States Steps In” on pages 783 & 785. Complete cornell notes or alternative note-taking.
- Read the section entitled “President Johnson Expands the Conflict” on pages 785 & 786. Complete cornell notes or alternative note-taking.
- Complete questions 1-6 in the Lesson 1 assessment, on page 786.
  1. Organize information
  2. Key Terms and People
  3. Evaluate
  4. Evaluate
  5. Form Opinions
  6. Analyze Motives

## Part 2

- Read the followings & complete interactive notes:
  1. “Johnson Increases U.S. Involvement,” pages 788-789
  2. “The Tet Offensive Turns the War,” pages 803-804
  3. President Nixon and Vietnamization, pages 810-811
  4. In your interactive notes, include the following for each section:
    - \*The Central Idea of each section
    - \*The Relevant Details of each section
    - \*Provide a Summary statement for each

## Part 3

- Read “The War Leaves a Painful Legacy,” from pages 816-819. After reading, complete the following lesson assessment on page 819.
  - Organize information (Question 1)
  - Analyze Effects (Question 3)
  - Synthesize (Question 6)

## Part 4

- Module 16 Assessment, pg 820
  1. In section entitled Main Ideas, answer questions 1-15
  2. In section entitled Critical Thinking, answer questions 1-9

## Week 2

### Part 5

- Read “Building the Great Society” on pages 689-690
- Review Great Society Chart on page 692
- Read the Point and Counterpoint debating the successes and failures of the Great Society.
- Complete Critical Thinking questions 1 & 2 on page 694
- Take notes on the Impact of the Great Society on pages 694-695

### Part 6

- Review Lesson 2, Watergate: Nixon’s Downfall
- Read pages 832-837
- Complete questions 1-5 in Lesson 2 Assessment
  - Organize Information
  - Key Terms and People
  - Predict
  - Analyze Events
  - Evaluate

### Part 7

**Objective:** To introduce the Civil Rights unit by identifying some of the key figures and organizations that shaped the Civil Rights Movement and Black Power Movement, as evidence of completing interactive vocabulary cards.

Directions: For each term provide both the definition and the significance of each term. With the significance of each term, please provide how each concept contributed to the Civil Rights Movement and Black Power Movement. Please note this bank is a starter and should not be considered a final bank. Feel free to add other terms.

1. Black Panthers
2. Civil Rights Act (1964)
3. Congress of Racial Equality (CORE)
4. Freedom Riders
5. March on Washington
6. Nation of Islam
7. National Urban League
8. Sit-ins
9. Social activism
10. Southern Christian Leadership Conference (SCLC)
11. Student Nonviolent Coordinating Committee (SNCC)

12. Equal Rights Amendment
13. NAACP
14. The Little Rock Nine
15. Philip Randolph
16. Dr. Martin Luther King, Jr.
17. Stokely Carmichael [Kwame Ture]
18. Huey P. Newton, Bobby Seale]
19. Montgomery Bus Boycott
20. Tallahassee Bus Boycott of 1956,
21. March on Washington
22. Plessy v. Ferguson
23. Brown v. Board of Education
24. Swann v. Charlotte-Mecklenburg Board of Education
25. Rosa Parks