

Unit 3: “A People’s HiSTORY”: Social Movements of the 20th Century”



OVERVIEW & STUDENTS INSTRUCTIONS:

MASTERY ASSESSMENT #3-“Theme/Thesis of the 20th Centuryz’ Project

DUE SUNDAY FEB. 20TH, 2010

(DUE SATURDAY FEB. FOR LATE ASSIGNMENT CREDIT)

- 1. WHAT IS THIS?:** This unit will focus on the social movements and conflicts that shaped the most critical issues of the 20th century around the world. While the vast majority of these events took place during the period of the Cold War (1945-1991), this unit will explore those issues in much greater detail and go far beyond the simple “Western” perspective of the Cold War. We will look at history of mostly non-Western regions from a “People’s” or a more personal perspective in order to examine the development of human society beyond the scope of the geopolitics of superpowers.

The Mastery assignment for this unit will ask you to choose a “theme” (and develop a thesis from it) of the 20th century and demonstrate your knowledge of the content and essential understandings through a Web Page format of the critical global issues of the 20th century, you will choose a theme that best represents and characterizes those issues as a whole. So, thinking about the wide variety of social movements and conflicts that occurred around the world in the 20th century, create a theme that best describes what happened and the significance of those events. Remember that a theme (thesis) requires you to analyze and synthesize a wide set of information into a single idea or concept which thoroughly represents the significance or importance of that information.

- 2. WHY ARE WE DOING THIS?:** While the Cold War might have been the single most influencing force in the 20th century, it was not the only force of the 20th century. There were a wide variety of social movements and conflicts, especially in less developed regions of the world, which largely operated outside of the scope of the Cold War. These movements and conflicts, along with the Cold War, continue to shape and affect our globalizing world of today. As more and more regions are included into our globalizing world, it is critical for you to know where they have come from in order to see where they are heading.

3. WHEN IS THIS? (SCHEDULE):

Wednesday Jan 19th	- Introduction to Unit Overview, Whoosh / - Begin Postwar America--1950's life
Thursday Jan 20th	- Finish Postwar America--1950's life / - Begin Civil Rights Part I (African Americans)
Friday Jan 21st	<i>NO SCHOOL – SNOW DAY</i>
Monday Jan 24 th	- Finish Civil Rights Part I (African Americans) <u>Introduce T2-U3-F#1 Assignment: Mix Tape (Themes) of U.S. Social Movements</u>
Tuesday Jan 25 th	- Civil Rights Part II (2 nd Generation Movements)
Wednesday Jan 26th	- Begin Liberalism/Counterculture (JFK/LBJ, Vietnam protests, social, culture)
Thursday Jan 27th	- Finish Liberalism/Counterculture (JFK/LBJ, Vietnam protests, social, culture) - Begin Conserv. Backlash (Nixon, Ford, Reagan, Bush41, Contract w/America, Bush43)
Friday January 28th	- NO OFFICIAL CLASS–In/out of Fisher College of Business–Finish lesson on own time - Finish Conserv. Backlash (Nixon, Ford, Reagan, Bush41, Contract w/America, Bush43) <u>- Process U.S. Social Movements (Work on T2-U3-F#1)</u>
WEEKEND FOUNDATION	<u>- T2-U3-F#1 Mix Tape Assignment (Themes) of U.S. Social Movements DUE Sundrday Jan. 30th</u>
Monday Jan 31st	VIRTUAL DAY - <i>Geography as Destiny (20th Century People’s STORY of Asian Tigers as case study</i>
Tuesday Feb 1st	- A 20 th Century People’s STORY of Africa
Wednesday Feb 2nd	- Movie Review: <i>Hotel Rwanda</i>
Thursday Feb 3rd	<u>- T2-U3-F#2 Unit SkillBuilder; A 20th Century People’s STORY of Latin America) to be completed and submitted IN-CLASS</u>
Friday Feb 4 th	- CATCH UP DAY on A 20 th Century People’s STORY of Asian Tigers, Africa, and Latin America <u>- T2-U3-F#3: IN-CLASS Quiz on Geography of 20th Century Social Movements</u>
Monday Feb 7th	- A 20 th Century People’s STORY of East Asia (China) <u>- T2-U3-F#4 IN-CLASS Quiz on Essential Content of 20th Century Social Movements</u>
Tuesday Feb 8th	- A 20 th Century People’s STORY of Central/South Asia (India, Pakistan, Afghanistan)
Wednesday Feb 9th	- 20 th Century People’s STORY of the Middle East (A People’s History of The Middle East, Islam, and Judaism in the 20 th Century) - Process Unit; <u>Intro T2-U3-F#5 Unit Abstract DUE Saturday Feb. 12th</u>
Saturday Feb 12 th	<u>- T2-U3-F#5 Unit Abstract DUE</u>
Sunday Feb 20 th	<u>= FINAL DUE DATE FOR MASTERY #3 THESIS/THEME PROJECT!!!!!!</u>

- The following are the general foundation assignments for this unit. Specific directions/rubrics, as well as DUE DATES, for these assignments will be announced through the unit and posted on TaskStream and PowerSchool. No assignment will be due less than 3 days after it is assigned. So, this means that if a foundation is assigned on Monday, then it will not be due any earlier than Thursday.

Foundation #1 (Objective) – Foundation #1: Mix Tape (Themes) of U.S. Social Movements with Current Events Connections DUE SUNDAY Jan. 30TH

Foundation #2 (Skill Builder) – Foundation #2: Unit SkillBuilder: A People’s HiSTORY of Latin America to be completed and submitted IN-CLASS THURSDAY Feb. 3RD

Foundation #3 (Geography) – Foundation #3: Quiz on the Geography of A People’s HiSTORY IN-CLASS FRIDAY Feb 4TH

Foundation #4 (Objective) – Foundation #4: Quiz on Essential Content of 20th Century Social Movements IN-CLASS MONDAY Feb 7TH

Foundation #5 (Skill Builder) – Foundation #5: Unit Abstract DUE SATURDAY Feb.12th

4. Unit 3 Goals:

For Students to demonstrate mastery in the.....

Content of.....

Skills of.....

Essential Questions/Themes.....

Can I...

AMERICAN STANDARDS

- Describe the Society, economics and culture of 1950s post-war America (The Culture of Conformity)?

Trace the African American Civil Rights movement, and identify:

1. its historical causes, principal goals, individual actors and groups, and outcomes?

- Evaluate the effectiveness of the neo-liberal policies of the 1960s, including JFK's "New Frontier" and LBJ's "Great Society"?

- Explain and describe the historical causes, goals, actions, and outcomes of the Social and Counterculture movements of the 1960s and 1970s, including:

1. the civil rights movements of the gay, Latino, and disabled communities;
2. the women's movement; and the Haight-Asbury "hippie" movement?

- Connect the social movements of the seventies to the Rise of Conservatism from 1968 to now, which includes these events:

1. Nixon's 1968 victory and conservative policies;
2. Watergate and the 1970s "Age of Limits";
3. Reagan and the New Conservatives;
4. Bush #41,
5. Contract with America and Bush#43

- **Critical Thought**

(Observation, analysis and questioning, wondering and hypothesizing)

- **Presentation Skills**

(Speaking, visual, aesthetics, professional appearance)

- **Self-management/ Organization**

(Project scope and scheduling, managing their time)

- **Thesis Development**

(A main thesis statement, and supporting topics which are, in turn, supported by copious evidence)

- **Source Analysis**

(Primary, secondary)--like interviews, documents, films, art—the ability to analyze them critically and apply them to a thesis

- How do the Enlightenment values, industrialization, imperialism, and nationalism continue to shape the development of human society through the 21st century?

- Where does humankind stand in its attempt to balance civil liberties and civil order?

THEMES OF THIS UNIT:

- Desire for economic justice
- Desire for political equality and access
- Ethnic violence
- Accumulation of power and control into the hands of an abusive few
- Uniqueness and similarity

WORLD STANDARDS

- Identify the so-called Asian "Tigers" and explain how their geography determined their modern position in the world.

- Compare and contrast Buddhism, Hinduism, Judaism, Islam, and Christianity

- Identify and explain India's:

1. Political independence;
2. Gandhi's role;
3. Indian/Pakistan religious conflict;
4. Compare and contrast this experience to similar social movements in the 20th century

- Trace China's development as a world power from Mao to the present (from Mao to now!):

1. Explain the Great Leap Forward/Cultural Revolution, and 1989 Tienanmen Rebellion.
2. Compare and contrast this experience to similar social movements in the 20th century

- Identify and explain social movements in the Middle East, including:

1. The failure of Arabic socialism; the Palestinian/Israeli conflict;
2. The rise of Fundamentalism, and compare and contrast this experience to similar social movements in the 20th century

Identify and explain Africa's:

1. Political independence, including Ghana and Nkumah's role;
2. The failures of peacekeeping in Rwanda/Somalia/Darfur; and the end of Apartheid in South Africa, and Mandela's role;
3. Compare and contrast this experience to similar social movements in the 20th century

- Identify and explain Latin America's social movements, including:

1. The victory of democracy in Mexico;
2. The struggle against dictatorships in Argentina;
3. The failed narco-state of Columbia.
4. Compare and contrast this experience to similar social movements in the 20th century

5. HOW WILL THIS BE GRADED?:

Your Theme of the 20th Century Project, you will be graded on the content, skills, and understandings as listed in the Unit Goals and the Grading Rubric..

The overall goal is to produce a professional looking website that is easy to follow and demonstrates thesis development using the content and essential understandings as your evidence.

6. HOW WILL YOU DO THIS?: It's the Teacher's judgment as to whether or not these skills have been achieved. THIS IS WHY IT WILL BE CRITICAL FOR STUDENTS TO **COMPLETE THE FOLLOWING ITEMS IN ORDER TO ENSURE THEY HAVE A PROFESSIONAL AND WELL-THOUGHT OUT PRODUCT:**

1. Foundation #5: Unit Abstract: Due Saturday February 12th.

The Foundation #5 Unit Abstract should answer the following questions:

- A. What is your Theme/Thesis for the 20th Century? BE SPECIFIC!

- B. By using the website format, how do you plan on demonstrating the Essential skills in order to create and develop a professional product that is easy to follow and demonstrates Mastery of the content and concepts?
 ***YOU MUST EXPLAIN HOW YOU PLAN TO ADDRESS EACH OF THE ESSENTIAL SKILLS. YOUR PROJECT MUST SHOW THAT YOU ARE A MASTER OF THAT SKILL.

- C. Write an Abstract for the People's STORY of the 20th Century Unit

2. All Necessary Theme/Thesis of the 20th Century Web Page: Due Sunday February 20th (or Saturday February 19th for 1 late assignment credit).

- **For Web Page**, click on the following website for a STEP-BY-STEP tutorial of how to build your Web Page: <http://sites.google.com/site/metrosocialstudieswebtemplate/>

- **For a basic exemplar** of the Web Page that you will create, go to the following link: <https://sites.google.com/site/neugebauermetrohistorysite/>

MASTERY #3: Choose Your Theme of the 20th Century Rubric, Winter 2010-11

Essential Understandings	Effective	Insufficient
<p>Documentary Structure</p> <p>An appropriate “Theme/Thesis of the 20th Century” is used in the project to unite all the content. This theme (thesis) is appropriate, clever, original and serves to highlight Mastery responses to all of the following essential questions/themes:</p> <ul style="list-style-type: none"> • How do Enlightenment values, industrialization, imperialism, and nationalism continue to shape human society through the 21st century? • Where does humankind stand in its attempt to balance civil liberties and civil order? <p>THEMES OF THIS UNIT:</p> <ul style="list-style-type: none"> • Desire for economic justice • Desire for political equality and access • Ethnic violence • Accumulation of power and control into the hands of an abusive few • Uniqueness and similarity 	<p>-The “Theme/Thesis” of the 20th Century” serves as a “lens” through which the work’s knowledge is presented.</p>	<ul style="list-style-type: none"> • Student does not use a “Theme/Thesis” of the 20th Century” • The “Theme/Thesis” of the 20th Century” and/or essential understandings are not explicit. • The “Theme/Thesis” of the 20th Century” does not serve as a lens to the work’s knowledge of content or other essential understandings.

<p>Essential Skills</p> <ul style="list-style-type: none"> • Critical Thought (Observation, analysis and questioning, wondering and hypothesizing) • Presentation Skills (Speaking, visual, aesthetics, professional appearance) • Self-management/Organization (Project scope and scheduling, managing their time) • Thesis Development (A main thesis statement, and supporting topics which are, in turn, supported by copious evidence) • Source Analysis (Primary, secondary)--interviews, documents, films, art—ability to analyze them critically and apply them to a thesis 	<ul style="list-style-type: none"> • Student demonstrates all these skills. 	<ul style="list-style-type: none"> • Student does NOT demonstrate all these skills.
<p>Self-Management Skills</p> <ul style="list-style-type: none"> • The student turns all necessary documents with their Web Page 	<ul style="list-style-type: none"> • The necessary documents CLEARLY outlines the information presented in the Mastery Project • The Self-Assessment Sheet accurately reflects Mastery demonstrated 	<ul style="list-style-type: none"> • The necessary documents DO NOT CLEARLY outline the information presented in the Mastery Project • The Self-Assessment Sheet inaccurately reflects the level of Mastery demonstrated

Essential Content	Effective	Insufficient
<p><u>AMERICAN STANDARDS</u></p> <ul style="list-style-type: none"> - Describe the Society, economics and culture of 1950s post-war America (The Culture of Conformity)? Trace the African American Civil Rights movement, and identify: <ul style="list-style-type: none"> • its historical causes, principal goals, individual actors and groups, and outcomes? - Evaluate the effectiveness of the neo-liberal policies of the 1960s, including JFK's "New Frontier" and LBJ's "Great Society"? - Explain and describe the historical causes, goals, actions, and outcomes of the Social and Counterculture movements of the 1960s and 1970s, including: <ul style="list-style-type: none"> • the civil rights movements of the gay, Latino, and disabled communities; • the women's movement; and the Haight-Asbury "hippie" movement? - Connect the social movements of the seventies to the Rise of Conservatism from 1968 to now, which includes these events: <ul style="list-style-type: none"> • Nixon's 1968 victory and conservative policies; • Watergate and the 1970s "Age of Limits"; • Reagan and the New Conservatives; • Bush #41, • Contract with America and Bush#43 	<ul style="list-style-type: none"> • Student effectively demonstrates their understanding of the content through their "Theme/Thesis" of the 20th Century" and the TYPE of Mastery assignment used. 	<ul style="list-style-type: none"> • Student DOES NOT effectively demonstrates their understanding of the content through their "Theme/Thesis" of the 20th Century" and the TYPE of Mastery assignment used.

WORLD STANDARDS

- Compare and contrast critical elements of culture such as religion (Buddhism, Hinduism, Judaism, Islam, and Christianity) as they apply to the regions covered in class.

- Identify the so-called Asian "Tigers" and explain how their geography determined their modern position in the world.

- Identify and explain India's:

- Political independence;
- Gandhi's role;
- Indian/Pakistan religious conflict;
- Compare and contrast this experience to similar social movements in the 20th century

- Trace China's development as a world power from Mao to the present (from Mao to now!):

- Explain the Great Leap Forward/Cultural Revolution, and 1989 Tienanmen Rebellion.
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- Identify and explain Africa's:

- Political independence, including Ghana and Nkumah's role;
- The failures of peacekeeping in Rwanda/Somalia/Darfur; and the end of Apartheid in South Africa, and Mandela's role;
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