

Unit 13: America Since 9/11 (2001 - present)

Unit #:	APSDO-00022891	Duration:	2.0 Week(s)	Date(s):	
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Grades:
 11

Subjects:
 Social Studies

Unit Focus

In this unit, students will understand America in a post-9/11 world. The students will examine foreign and domestic implications of the war on terror and the continuing struggle between liberal and conservative values. In addition to a unit test, students will create a position statement regarding to what extent America should increase the use of governmental power to address economic, social or national security problems. Primary instructional materials for this unit will include primary and secondary sources as well as a U.S. History textbook *The American Pageant or The Americans*, maps and or artifacts.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>History/Social Studies: 11</i></p> <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <i>CCSS.ELA-LITERACY.RH.11-12.1</i> • Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; 	<p>T1 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions. T2 (T5) Apply social studies concepts and content to make connections to a given situation, problem or challenge. T3 (T7) Actively engage in a problem or idea that is meaningful to self and society.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U101) Governments use of power benefits or harms its citizens in varying degrees. U2 (U501) Cultural Practices: Global diversity creates varied perspectives, contributions and challenges.</p>	<p>Q1 What happens when our ability to create new technology exceeds our capacity to consider the moral implications of doing so?</p>

integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. *CCSS.ELA-LITERACY.WHST.11-12.8*

U3 (U601) Cooperation: Conflict can have significant costs and benefits for both winners and losers.
U4 (U704) People are increasingly interdependent, joined by environmental, economic, social, cultural and civic concerns.

Q2
 What are my responsibilities and duties to others?
Q3
 To what extent did the responses to the 9/11 attacks make the United States safer?
Q4 (Q803) How do all people deserve to be treated?
Q5 (Q303) How do different economic systems respond to similar challenges?

Connecticut Goals and Standards

Social Studies : 11

- Analyze historical, contemporary and emerging means of changing societies, promoting the common good, and protecting rights. *CIV.9-12.17*
- Analyze how historical contexts shaped and continue to shape people’s perspectives. *HIST.9-12.5*
- Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America. *CIV.9-12.7*
- Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. *INQ.9-12.10*
- Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience and purpose. *HIST.9-12.11*
- Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available and the potential uses of the sources. *INQ.9-12.5*
- Distinguish between long-term causes and triggering events in developing a historical argument. *HIST.9-12.15*
- Evaluate how globalization, competition

Acquisition of Knowledge and Skill

Knowledge

Skills

K1
 The contested presidential election of 2000 was ultimately decided by the Supreme Court

K2
 The United States responded to the 9/11 attacks by passing legislation to better prevent terrorist attacks and by launching invasions of Afghanistan and Iraq

K3
 The United States experienced a severe economic recession, leading to renewed debates about the government's role in the Economy

K4
 Gays and lesbians gained new rights and protections

S1
 Evaluate causes of a given problem (e.g., local, national, global)

S2
 Construct arguments using precise and knowledgeable claims with supporting evidence

S3
 Identify multiple perspectives of the same event, idea, or position and examine the rhetoric and details that lead to varying interpretations

S4
 Evaluate the accuracy and credibility of a source to determine bias

for scarce resources and human migration contribute to conflict and cooperation within and among countries.

GEO.9-12.12

- Evaluate how social and political systems in the U.S. promote civic virtues and democratic principles across different contexts, times and places.
CIV.9-12.13
- Evaluate the credibility of a source by examining how experts value the sources. *INQ.9-12.7*
- Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States. *GEO.9-12.6*
- Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment and resource and income distribution in different nations. *ECO.9-12.9*
- Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
INQ.9-12.3