

What Made Selected Good and Bad Leaders in America from 1945 to 1974?

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INTRODUCTION

This six-week long unit for sixth graders will be a study of selected leaders, chosen by the students from a list prepared by the teacher, from the thirty-year period listed above. At least two individuals will be chosen in each of six five-year blocks of time. These individuals will represent both genders, come from various races and from the political, public, and private sectors. The theme of this unit is to determine what character traits made various individuals good leaders and how those individuals could be labeled “Heroes” to others. The meaning of a hero, for the purpose of this unit, will be defined. It is intended that a wide variety of individuals will be listed in order for students receiving this unit to choose one or more persons as their heroes from this time period.

BACKGROUND

Growing up in the 1940s, following World War II, I listened to the radio at night before going to bed. The programs that I enjoyed included characters like Superman, The Green Hornet, Suspense Theatre, Batman and Robin, The Lone Ranger, The Shadow, Straight Arrow, Dick Tracey, Suspense Theater, and The Creaking Door to name a few. When television arrived in my house in the early 1950s I began watching programs like The Cisco Kid and Poncho, Zorro, Davy Crockett, and Daniel Boone, as well as others.

My fantasy world as a youngster included many characters I identified with as my “Heroes.” On Saturday mornings I would go to the movies, essentially watching “B” Westerns, which included a “serial” before the main or double feature film(s). Comic books also provided numerous heroes, like Spider Man, Buck Rogers, and Tarzan. This was an era before calculators, personal computers, videos, and the special effects that are today so common in most of the visual media. Life then seems now to have been simpler than it is today.

What is missing in today’s youngsters’ lives is a selection of individuals they can identify with as their “heroes,” real or imaginary characters, and pattern their hopes and dreams after. All people have fantasies, but children have the privilege of youth and time to fantasize about their lives and future. I believe that children today are being required to “grow up” faster than in the past. They have more homework to do, younger siblings to look after when they are at home, and more household chores and responsibilities than children in the past had, that may prevent their identifying with heroes. Another factor that may contribute to this syndrome is the content of children’s programs one sees on television today. Do these programs, computer generated, project reality in the sense of life? Are there too many fads (for example, Pokemon) in children’s lives now that come

and go quickly and leave them with no individual to identify with long-term? Can a cartoon character be a real hero to a child? I believe not.

I believe children need real people to identify with and choose as heroes, to develop positive characteristics that can shape and develop themselves and their futures. The purpose of this curriculum unit is to present these options to my class.

SOCIAL STUDIES

This unit is part of an elementary school's social studies course. Social studies deal with individuals, groups, and institutions that make up human society. Social studies include many of the *social sciences*, the fields of study concerned with people in society. For example, students in social studies classes study anthropology to learn about world cultures. They study sociology to investigate social relationships and groups. Students learn economics to discover how people make and distribute goods. They also study geography to find out where and how people live, history to gain knowledge of the past, and political science to understand different forms of government. Also, sometimes students study philosophy, psychology, religion, and art. According to the Committee on Social Studies of the National Education Association, social studies are studies that enable students to understand others and become good citizens. In this light a child who has one or more heroes has a head start on other children in becoming a good citizen.

Social Studies Goals

A major goal of social studies programs is to provide knowledge of the world and its people. Social studies students investigate their own and other cultures to determine the similarities and differences. Social studies courses cover many countries and cultures and teach study skills, intellectual skills, group work skills, and social skills. The last two skills assist students to work effectively with, and get along with, others. Social studies programs also help students develop certain attitudes and beliefs, such as respect for others and a sense of fairness. It is the goal of this curriculum unit to foster these objectives through the students' identity of personal heroes, and why these people have the required characteristics to be chosen as "heroes." Through studying their chosen "heroes," students have the opportunity themselves to work to develop their respective characters to be like their chosen heroes. Through this change they will have a better opportunity to develop into a good citizen.

All of the students in my class are Hispanic, mostly Mexican Americans and Mexican. Most of their parents do not have much education and speak very little, if any, English. They also usually work multiple jobs and spend little time at home with their children. These families are also usually economically challenged. Therefore, the parents are usually unable to help their children with homework. Additionally, the American culture is different from the Mexican culture, as is the history in both countries.

This adds an additional burden to these students when learning about America and Americans. These students have little, if no, prior knowledge about good leaders and “heroes.” I hope to instill in my students the importance of education for their future.

CONTENT

This unit is intended for use as part of the social studies curriculum in my classroom. The lessons will focus heavily on the TEKS (Texas Essential Knowledge and Skills) strands of culture. The lessons will also follow the Houston Independent School District’s (HISD) Project CLEAR (Clarifying Learning to Enhance Achievement Results). Before beginning the study of each individual, students will select one or more of the books from the Annotated Reading List about each individual.

Students will be required to read at least two books on selected heroes, write a book report on one of the books, and make an oral presentation on the selected hero to the class explaining why that person was chosen and what made that person special to the student.

Students will use Venn diagrams (a graphic method employing circles or ellipses to represent relations in logic between and operations on classes and the terms of propositions by the inclusion, exclusion, or intersection of these figures and by the use of shading to indicate empty areas, crosses for those that are not empty and blank spaces for those that may be either) to compare and contrast selected heroes. The entire class will use charts and graphs (using interdisciplinary subjects such as mathematics, language arts, spelling and reading) to keep track of all of the chosen heroes during the course of the study. This will allow comparison as a whole of individuals selected.

We will first make a cursory study of the thirty-year period to be covered: what happened at home in America, what happened abroad, and how these events are related. The students will be furnished a list of suggested individuals to review and select from. Students may also research their own individuals to consider studying. One source, beside the school and public libraries, students may consider is their family. This will bring personal experience to the students’ studies since their parents and grandparents can suggest individuals they know as subjects to study.

Part of the intent of this unit is to attempt to persuade students to carry their learning outside of the classroom. Today’s students feel that school ends at the last bell. Their parents, at least those who work and in particular working single mothers, feel that homework should be completed in after-school programs where their children are parked until they complete their work day, and not at home. Today’s child-student does not have the luxury of the more innocent childhood of past generations, who left school every afternoon to go home to a mother and play in their yard with their friends.

Students need to be excited about learning. If they are studying about an individual whom they can become motivated about and pattern themselves after, they may discover

the joy of learning. It is the intent of this unit to attempt to assist these students in discovering this joy of learning by concentrating their energies in the pursuit of learning about their individually selected “hero” and studying as much as they can about the life, times, successes and failures of the person.

CONNECTION TO THE TIME PERIOD

This unit covers the time period of American history from the mid-1940s to the mid-1970s, 1945 through 1975. Each of these decades experienced numerous events and changes that affected America in various ways. Each of these decades presented several individuals whose presence in America’s history developed and changed its destiny. Many of these individuals are candidates for selection by students as “Heroes” they can select and study. We will look at each of these decades in increments of five years.

The following information is a result of research taken from Lois Gordon and Alan Gorgon’s monumental work *The Columbia Chronicles of American Life 1910 – 1992*, from the mentioned years.

1945-1949

The second half of the forties covers America following World War II. Franklin D. Roosevelt died in office in April, allowing Harry S. Truman to succeed him as president. The war in Europe ended in June with Germany’s unconditional surrender. In August Truman authorized the dropping of the world’s first atomic bomb on Hiroshima, Japan on August 6th. Three days later, a second bomb was dropped on Nagasaki. This resulted in Japan’s unconditional surrender.

Returning soldiers sought improvement in their lives. Women had filled their jobs while they were away fighting. Now new families needed new housing and better paid employment. Radio continued as the most used source of news and entertainment. However, towards the end of the decade, television went into mass production and popular programs, with actors like Milton Berle and Ed Sullivan, caught the public’s attention and support. Interest in sports soared. Many great movies, like *Citizen Kane* and *Casablanca*, were made, creating new stars and followings. New singers and musicians surfaced and became popular.

New literature was produced, as well as popular stage works. Popular musicals, *Oklahoma* and *South Pacific*, were produced. New classical musicians, such as Leonard Bernstein and Igor Stravinsky premiered or debuted. The United Nations was formed. The America and the USSR became the two great world powers, to clash in what was called the “cold war.” The Marshall Plan provided economic aid to redevelop Western Europe. Truman was elected president in 1948 and Communism became America’s new enemy. Peace and prosperity was the norm at the close of the decade.

1950-1954

In general, the first half of this decade saw continued prosperity and stability, while the arms race began for international power. North Korea invaded South Korea, bringing the United Nations, primarily America, into the conflict along with Communist China. Senator Joseph McCarthy started a Communism scare in American government and community. Dwight D. Eisenhower was elected president, replacing Truman, who elected not to run for reelection. Americans wanted a quiet, stable community life.

The suburban community and lifestyle became popular, with many escaping the urban way of life for cloned subdivisions away from the problems of the inner city. Television continued to dominate the American family's lifestyle, watching more and more programs. Programs like "Father Knows Best" and "Disneyland/Walt Disney" reflected a style of innocence in the American family.

Movies, theatre, dance and music directed and reflected the American culture. Science and technology continued to increase in knowledge. Fashion and sports continued their popularity and following by Americans.

1955-1959

The second half of this decade started showing changes developing in America's culture. Suburban housing projects continued, fashion turned gaudy, international musical exchanges introduced Americans to new productions, civil rights started a movement that would forever change American life, and the beginning of the space race with the USSR. The economy was slowing, scientific and military powers were in question, and American's moral was in doubt.

During these five years America saw legal changes in segregation, beginning involvement in Indochina, and increased Communist threats to peace. A new wave of music entered the country through performers like Elvis Presley and Rock 'n Roll became the dance craze of American youth. Sabin and Salk developed vaccines to end polio.

Television, movies, theatre popular and classical music, art, and dance continued their popularity with more and more Americans following these media. Fashion continues to change. Science and technology is directed mainly towards space achievements. Eisenhower is reelected president.

1960-1964

Many social and political changes took place in the early 1960s. John F. Kennedy was elected president, taking office in January 1962 and then assassinated in November 1963. Lyndon B. Johnson succeeded him as president. He was elected president on his own

right. Martin Luther King, Jr. rose to public prominence with his nonviolent campaign for civil rights.

America's involvement in the war in Vietnam continued. Opposition to blacks' civil rights continued in the South. Johnson's "Great Society" program was developed. Congress passed the first of changing civil rights bills of the decade. Following Fidel Castro's change to Communism, America severs relations with Cuba. Subsequent Soviet missile deployment there by Russia is resolved when Khrushchev removes missiles.

Successes are achieved in the space program with Alan Shepard's 15-minute flight in 1961 and John Glenn's three orbits around earth in 1962. Astronaut Gordon Cooper circles the earth twice in 1963. The United States Supreme Court ruled on several issues, such as prohibited school prayer, which led to major social changes.

1965-1969

The second half of the sixties involved youthful revolt against the establishment. More troops were sent to Vietnam. The country began to be divided because of the war. Men began to let their hair grow longer and mustaches and beards became popular. Women choose to wear shorter skirts and no bras. The group known as "hippies" influenced a laid-back lifestyle. There was an antiestablishment feeling and more drug use.

Civil rights changes continued with the passage of the Voting Rights Act of 1965. Blacks began to be more aggressive. Rulings by the Supreme Court began major social changes in schools, censorship of sexual material, and the rights of the accused. Other changes took place in cinema, art, literature, and music.

The economy boomed. Nixon was elected president. Martin Luther King, Jr. and Robert Kennedy were assassinated. The war in Vietnam escalated, causing riots in America. Space accomplishments continued, including man's first visit to the moon.

1970-1974

The seventies witnessed many unprecedented events in America. Leaving Vietnam, it considered it had lost the war. Gasoline was in short supply. Richard Nixon became the first president to resign office. Scandal rocked the government as a result of the Watergate. The FBI and the CIA were found to have committed unlawful activities. Gerald Ford replaced Spiro Agnew as Vice President when he resigned over corruption charges and became America's first appointed president when Nixon resigned.

Ideas from the sixties gradually entered into the mainstream of American society. Changes in civil rights activities in the past resulted in significant acceptance during the seventies as more blacks entered politics, sports, and the entertainment field. Women also began to close the inequality gap with men through changes in laws.

Accomplishments in the space program included additional moon landings, an orbit of Mars, exploration of the asteroid belt and Jupiter, manned Skylab flights, and pictures from Venus. Other issues, like the future of the environment, self-awareness, self-improvement, self-fulfillment, and a new openness toward sexuality, entered the mainstream of national awareness.

There is an average of approximately 350 individuals named in each of the thirty years from 1945 through 1974. This totals 10,500 or more individuals who were noted in areas including Facts and Figures, Deaths, News, Quotes, Ads, Radio, Movies, Television, Popular Music, Theater, Classical Music, Art, Dance, Books, Science and Technology, Sports, Fashion, Politics, and Miscellaneous Data. This amount of individuals should provide a generous selection for students to consider as prospects to qualify for consideration as a "hero."

As examples, beginning in the mid-forties and continuing each five year period: in 1945, President Franklin D. Roosevelt died; in 1946, Winston Churchill created the phrase "iron curtain"; in 1947, Ronald Coleman won the Academy Awards Best Actor Oscar for his performance in *A Double Life*; in 1948, Harry S. Truman beat contender Thomas E. Dewey for election as president; in 1949, Arthur Godfrey premiered his television program "Arthur Godfrey and His Friends".

Next: in 1950, Spencer Tracy's last film, *Father of the Bride*, opened; in 1951, General Douglas MacArthur left military service saying, "Old soldiers never die; they just fade away;" in 1952, Katharine Hepburn starred on stage in George Bernard Shaw's *The Millionairess*; in 1953, John Wayne was listed as among eleven top box-office movie stars; in 1954, Audrey Hepburn was listed among ten movie stars of tomorrow.

Continuing: in 1955, "The Jack Benny Show" was listed in Nielsen's Top Ten television shows; in 1956, Rosalind Russell opened in the Broadway production of *Auntie Mame*; in 1957, the *Edsel*, named after Henry Ford's son, flopped; in 1958, Thomas Wolf's *Look Homeward, Angel* received the Pulitzer Prize in literature; in 1959, Edward Murrow interviewed Fidel Castro, who took over Cuba.

Then: in 1960, Jacqueline Kennedy became the model of good style in the empire-waist coat and dress; in 1961, President John F. Kennedy created the Peace Corps; in 1962, Andy Warhol presented his painting *Four Campbell's Soup Cans*; in 1963, Stephen Sondheim's musical *A Funny Thing Happened on the Way to the Forum* won a Tony Award; in 1964, Robert Lowell wrote his poem, *For the Union Dead*.

Following: in 1965, Henry Moore's sculpture, *Reclining Figure* was placed at Lincoln Center, New York; in 1966, General William Westmoreland said, "We have stopped losing the war;" in 1967, R.M. Dolby developed a system for eliminating background hiss in audio recordings; in 1968, Martin Luther King, Jr. was assassinated in

Memphis, Tennessee; in 1969, hippie cult leader Charles Manson and his followers were charged with the murders of pregnant actress Sharon Tate Polanski and three others.

Finally: in 1970, feminist Betty Friedan led a nationwide women's demonstration on the occasion of the 50th anniversary of women's suffrage; in 1971, Robert Byrd ousted Ted Kennedy as Senate Majority Whip; in 1972, swimmer Mark Spitz won a record seven gold medals at the Munich Olympics; in 1973, O.J. Simpson (Buffalo, AFC) rushed for a record 2,003 yards; in 1974, President Richard M. Nixon resigned as president.

The above six paragraphs represent just a sample of individuals, newsworthy for their good deeds or their bad deeds, that students could consider as subjects to research. Of importance here is what interest the students have in the various previously mentioned categories and whether it would be a male or a female individual. Once the student has selected a category and decided on which sex the candidates would be, she or he would then begin reviewing selected persons for further consideration. Finally, the student would make a selection and begin researching that person.

CONNECTION TO THE LESSON PLANS

Students can develop a road map, or direction plan, to assist them with their selections and assignments. An example is, first deciding whether they wish to choose a male or a female (or both) individual(s). Second, from which decade (the forties, the fifties, the sixties, or the seventies), or five-year period (1945-1949, 1950-1954, 1955-1959, 1960-1964, 1965-1969, or 1970-1974) they want to search in for their selection. Then, they would need to decide in which category (Facts and Figures, Deaths, News, Quotes, Ads, Radio, Movies, Television, Popular Music, Theater, Classic Music, Art, Dance, Books, Science and Technology, Sports, Fashion, Politics, and Miscellaneous Data) they want to search in for their selection.

Students can alternate the above choices in any way they wish, beginning with different starting points, as long as they complete all of the steps in their search for the chosen individual. Once their person has been selected students will then need to continue the development of their road map, or plan, by deciding how they will research their individual. For example, students can first visit libraries to develop a bibliography of books to read about their subject. Then, they can do a cursory review of these materials to see if they can locate items of particular interest in their studies of this individual. Perhaps there will be some individual characteristic (style of clothes, style of hair, preferred food, mark of vehicle driven, sports or hobbies, languages spoken, favorite vacation spots visited, famous statements made or speeches made, etc.). Finally, students can then begin to develop their presentation to the class.

Some of the desired objectives of this unit include instilling in the student the joy of learning and the desire to be a life-long learner, developing valid research skills,

organizing and analyzing data, critical thinking skills, and preparation and presentation of reports, both written and oral. These developed skills will assist students as they progress through upper grades and enter undergraduate studies and/or life activities.

Students will be able to critique each other following individual presentations. These peer critiques will give value to the teacher's final grades for each student's work. Peer evaluations are sometimes accepted with better results than the teacher's comments. This type of class involvement gives ownership of the class to the students, hopefully resulting in higher interest and better work.

Students may also seek to work outside of the box while doing their research and preparing their reports. Following parent's, relative's, or friend's advice or recommendations, students could choose to research a family member, friend, or other that the family knows or has heard about. This would be especially beneficial if the individual connects in some way to the student's prior knowledge, country of origin (or of the student's family's origin), culture, religion, language, or history. Students doing this type of project have a personal, invested interest and their enthusiasm can improve their learning without their knowing it.

Students researching in this way could discover other areas not covered above to develop and improve their reporting accordingly. Consider a student connecting in some way personally with a part of history as the result of research into the past of a family member. This would benefit the student for life and encourage the desire to discover and uncover more unknown facts from the past.

The opportunity for students to follow interests in unusual ways, through the development of their reports, allows them to include singing songs, playing a musical instrument, making period clothing, practicing speech from a past language form, playacting in a joint presentation with other students, reciting poetry, performing a dance, or any other type of unusual presentation that could be developed by the student in preparing presentations to the whole class.

Students can invite family, friends, or others to be present in class when presentations will be made. Alternatively, classes could make presentations to other classes, or to other grades, in the school facility for such activities. Presentations could be videotaped and given to the students following presentations. Photographs can be taken and used in school publications as well as for gifts to each student to commemorate the event. Students who excel in their work could be rewarded with some type of special recognition, such as extra recess, computer time, an ice cream or pizza party, or the like. Students like these could also have their written reports placed in a special file in the school's library for future reference as well as posterity and recognition. Over time future students may be motivated by these works to excel in their work as well.

CONNECTION TO THE SCHOOL, TEACHER, AND CLASSROOM

I teach a sixth grade bilingual class at William H. Wharton Elementary school, in the Houston Independent School District (Texas). My teaching philosophy is to give my students ownership in their education. I provide this with a student-oriented classroom atmosphere. Most of my bilingual (Spanish) students were born in the United States (Texas), while most of their parents were born in Mexico. English is a second language to them. The American culture and customs are also different from Mexico's. I find that my students have to overcome language, culture, customs, economic, and parental educational problems in the day-to-day learning activities in the classroom.

My typical student may be unable to receive assistance at home with homework because of language and educational barriers within the adult family population. Perhaps the only contact my students may have with the American culture may be Saturday morning cartoons. To this end, many of my students may have little opportunity to learn about real personalities from the past, people who have led our nation in some way, or performed some public service, or have been outstanding in some field, or have simply risked their lives to save the life of another.

Therefore, through this teaching unit, it is my desire to connect my students with the lives of others and with the hope that each one of them may be able locate a personal "hero" that will have a positive affect of developing their lives for a better future.

The basic outline of this unit can be altered, modified, or changed to be adapted to another or other subjects a teacher may wish to present to a class. Permission to do so is hereby given. For example, instead of focusing on individuals as "heroes," this unit could be changed to focus on writers, actors (movie or theatre), athletes, or any other type of subject a teacher would like to present to a class.

Equally, permission is given to adopt this unit in any fashion desired to present this unit differently to suit a particular teacher's classroom style. The overall objective of allowing changes to this unit's format is to provide other teachers who may wish to use it the opportunity to adopt it for those teachers' personal situations.

LESSON PLANS

General

The teacher will provide students with handout materials. These materials will include a timeline for the thirty-year period, broken down into six five-year segments; 1945 – 1949, 1950 – 1954, 1955 – 1959, 1960 – 1964, 1965 – 1969, and 1970 – 1974. A list of suggested individuals, within each five-year period, will be furnished to the students (see below). Additionally, this thirty-year period of history will be divided into the following seven areas of study: Cold War, Korean War, Vietnam War, Civil Rights, Space, Politics,

and the Economy. After an overview of the planned lessons the six-week presentation will proceed as follows.

Lesson Plan 1: Individual Work – Traditional Format

On Mondays the class will consider one good leader candidate to study. A good leader is defined as having a favorable (positive, beneficial, prosperous) character. This is our “hero,” which is defined as a person admired for her or his achievements and noble qualities and considered a model or ideal person.

On Tuesday students will present their views. On Wednesday students will consider one bad leader to study. A bad leader is defined as failing to come up to or achieve a certain standard; failing to display or attain the worth, quality, shape, or appearance proper or appropriate to his or her type. On Thursday students will present their views.

On Friday students will be assessed on the knowledge they learned during the week on presented materials of selected individuals. These types of assessments are presented below.

Lesson Plan 2: Individual Work – Artistic Style

Students will have options in presenting selected persons. These options include photographs, drawings, clothing style, mannerisms, and quoting from the selected person.

Lesson Plan 3: Group Work - Theatrical Style

Students who wish may, with the teacher’s approval, be allowed to work in a group. Students who select the same individual may be permitted to make a joint report. Groups may present a joint activity, i.e. a debate between Joseph Stalin and Harry Truman.

An ancillary benefit of this course will include discussion of what makes good citizens and good citizenship, what are ethics, and what is morality. Some of the possible outside effects on individuals studied in this course include war, politics, power, money and the economy, civil rights, crime, the news media, radio and television, literature and Hollywood, i.e. the difference between reality and fantasy in movies (and television). The important point here is for young students to recognize what constitutes the real world they live in as compared to the fantasy world they are regularly exposed to in video games, television, and movies daily.

The daily classes will be scheduled for a time period of between 45 minutes and one hour. Students will be encouraged to work individually.

Assessment may be made by a required essay, written by the student on the selected person, as a homework assignment at the end of each week. The important objective of

this course is for students to be able to make valid judgments about individuals when presented with situations about how a person's character could show if that person may be "good" or "bad."

Another cultural benefit students may realize from this course is how stereotyping an individual because of any reason is not valid. Culture does not necessarily make someone either "good" or "bad." Students will also be exposed to how popularity can be considered part of leadership. This can be related within the school and the classroom. This will allow students to compare directly leadership traits and the so-called "good" person. Students will also develop critical thinking skills to ask questions about people before making personal judgments about them. A popular person may not be a "good" person. Students need to determine this individually.

I am a (Spanish) bilingual teacher and my class consists of Hispanic (Spanish speaking) students, most of whom were born in the United States. These students will be encouraged to select persons to study from both the Hispanic culture as well as the non-Hispanic culture. This will benefit them in several ways, including recognizing that heroes can come from different cultures, including their own. This selection can also involve the student's family since they can identify better with a person of their own culture as well.

The following is a suggested list of individuals for students to consider studying as their "heroes." Students have the option, with the teacher's approval, of choosing others to study. For example, someone suggested by a parent or grandparent from their past.

1945 – 1949: Harry Truman, George Marshall, Joseph Stalin, Mahatma Gandhi,
Mao Tse-Tung, Jackie Robinson.

1950 – 1954: Dwight Eisenhower, Douglas MacArthur, Joseph McCarthy, Elvis Presley,
Robert Oppenheimer.

1955 – 1959: Nat "King" Cole, Aurtherine Lucy, Fidel Castro, Nikita Khrushchev,
Jonas Salk, Sidney Poitier.

1960 – 1964: John Kennedy, Martin Luther King, Jr., James Meredith,
Cassius Clay, Eleanor Roosevelt, Lee Harvey Oswald, Rosa Parks.

1965 – 1969: Lyndon Johnson, Earl Warren, Ralph Nader, Neil Armstrong,
Buzz Aldrin, Michael Collins, John Glenn, Scott Carpenter, Virgil Grissom,
Gordon Cooper, Walter Schirra, Donald Slayton, Roger Chaffee,
Edward White, Ho Chi Minh, Cesar Chavez, Thurgood Marshall,
Muhammad Ali.

1970 – 1974: Richard Nixon, Spiro Agnew, Gerald Ford, Chou En-Lai, J. Edgar Hoover, Henry Kissinger.

TEACHING OBJECTIVES

Texas Essential Knowledge and Skills

Teaching objectives are those listed in the Social Studies Objectives as outlined in Chapter 113. Texas Essential Knowledge and Skills, Social Studies, Subchapter B. Middle School, Statute 113.22, Social Studies, Grade 6. There are 23 sections as follows:

History – Sections One and Two,
Geography – Sections Three through Seven,
Economics – Sections Eight through Ten,
Government – Sections Eleven and Twelve,
Citizenship – Sections Thirteen and Fourteen,
Culture – Sections Fifteen through Nineteen,
Science, Technology, and Society – Section Twenty,
Social Study Skills – Sections Twenty-One through Twenty-Three.

Project CLEAR

The emphasis for sixth grade social studies is on the political, economic, geographic, cultural, and technological forces that have shaped the world. This course structure follows the guidelines of Project Clear Curriculum Content Standards for Social Studies.

Citizenship

- SS.6.20.a Identify possible roles, responsibilities, and opportunities for civic participation and political influence that are available to citizens in various countries.
- SS.6.20.b Create written and/or visual materials to compare the roles of citizens in the United States with the roles of citizens in other countries of the world.
- SS.6.21.a. Identify ways in which citizens in a democratic society can participate actively and voluntarily in their government.
- SS.6.21.b. Explain the balance between citizens' rights and civic responsibilities in a democratic society.

Culture

- SS.6.1.a. Define the concepts of culture and culture region.
- SS.6.1.b. Describe the traits that define cultures (such as language, religion, customs, celebrations.)

- SS.6.1.d. Identify and explain examples of conflict and cooperation between and among cultures.
- SS.6.2.a. Identify basic institutions common to all cultures including government, economic, educational, and religious institutions.
- SS.6.2.b. Compare basic characteristics of institutions among various cultural regions/groups.
- SS.6.22.a. Identify and explain factors that link or separate world culture groups.
- SS.6.22.b. Examine political boundaries in relationship to cultural boundaries and evaluate potential problems and/or benefits of this crossover.
- SS.6.22.d. Evaluate the consequences of improved communication among cultures by citing examples of conflict or cooperation among countries.

Economics

- SS.6.11.b. Evaluate the transition from simple economies to more complex systems of market or command economies.
- SS.6.15.b. Evaluate the transition from simple economics to more complex systems of market or command economies.
- SS.6.17.b. Define indicators of economic development and use these indicators to classify nations according to their level of economic development.

Geography

- SS.6.24. Examine each of the major world regions and develop hypotheses explaining the current world status of these regions based on geographic factors that have influenced their economic and territorial development.
- SS.6.25. Locate, analyze, and describe specific examples throughout world studies of ways in which people have adapted to or used available technology to change their physical environments.
- SS.6.3. Compare world regions by locating, interpreting, and organizing appropriate data to create written and visual materials (such as reports, graphic organizers, outlines, maps, graphs).
- SS.6.4.c. Identify and explain the impact of geographic factors on the economic development of a region.

Government

- SS.6.19.a. Describe characteristics of limited (constitutional and democratic) and unlimited governments (totalitarian and non-democratic).
- SS.6.19.b. Cite reasons for limiting government power and give examples from history that support the examples.
- SS.6.19.c. Compare examples of limited and unlimited governments in contemporary society.

- SS.6.6.a. Define terms associated with government organizations such as autocracy, dictatorship, monarchy, oligarchy, democracy.
- SS.6.6.b. Apply governmental terms by identifying examples of these terms in historical and contemporary context.

History

- SS.6.13. Identify significant individuals and events from the Early Modern era and describe their contributions to contemporary society.
- SS.6.18.a. Examine the significant events of the Modern era (20th century) and describe the major components of these events.
- SS.6.18.b. Analyze historical events of the Modern era and evaluate their impact on the relationships between past events and contemporary conflicts and conditions.

Science, Technology, and Society

- SS.6.14.b. Analyze the importance of scientific and technological discoveries on contemporary society.
- SS.6.23.b. Make predictions about future social, political, economic, and environmental consequences resulting from scientific and technological innovations.

Social Studies Skills

- SS.6.27.b. Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, making generalizations and predictions, and drawing inferences and conclusions.
- SS.6.27.c. Organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.
- SS.6.27.d. Identify different points of view about an issue or topic.
- SS.6.27.e. Identify the elements of frame of reference that influenced participants in an event.
- SS.6.27.f. Use appropriate mathematical skills to interpret social studies information such as maps and graphs.
- SS.6.28.a. Use social studies terminology correctly.
- SS.6.28.b. Incorporate main and supporting ideas in verbal and written communication.
- SS.6.28.c. Express ideas orally based on research and experience.
- SS.6.28.d. Create written and visual material such as journal entries, reports, graphic organizers, outlines and bibliographies.
- SS.6.28.e. Use standard grammar, spelling, sentence structure, and punctuation.
- SS.6.29.a. Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

SS.6.29.b. Use a decision-making process to identify a situation that requires a decision, gather information, identify options, project consequences, and take action to implement a decision.

Social Studies Essential Elements (EE)

- EE 1.2 formulate and support generalizations
- EE 1.3 place historical events in sequence
- EE 1.4 classify information
- EE 1.5 identify cause-and-effect relationships
- EE 1.6 predict probable future outcomes
- EE 1.7 construct and interpret visuals
- EE 1.8 express ideas in oral and written form
- EE 1.9 make decisions, see consequences
- EE 1.10 use problem-solving skills
- EE 1.11 distinguish between fact and opinion
- EE 1.12 use information from many sources
- EE 1.13 know primary and secondary sources
- EE 2.1 identify impact of cultural values
- EE 2.2 value systems differ among cultures
- EE 2.3 respect the rights of others
- EE 2.4 how compromise may resolve conflict
- EE 2.5 societies cooperate to solve problems
- EE 3.1 factors that impact world economies
- EE 3.2 compare various economic systems
- EE 3.4 international trade, independence
- EE 4.5 trace the spread of great ideas
- EE 4.6 characteristics of great men and women
- EE 5.1 compare forms of world government
- EE 5.2 religion's impact on politics and law
- EE 5.3 majority rule, minority rights
- EE 5.4 world cultures, political responsibility
- EE 6.1 locate world places, physical features
- EE 6.2 develop criteria for regions
- EE 6.3 identify cultural regions of the world
- EE 6.4 compare physical and cultural regions
- EE 6.4 compare physical and cultural regions
- EE 6.6 cultural groups and environment
- EE 6.7 geographic influences on humans
- EE 7.1 institutions common to all cultures
- EE 7.2 cultural borrowing, institutions
- EE 7.3 traditions differ among cultures
- EE 7.4 multicultural diversity of the world

CONCLUSION

This instructional unit will be started in September of school year 2003 – 2004 and completed in October, six weeks (five days per week) from implementation. School holidays will not be included in determining the six-week schedule. My sixth-grade class is included in an elementary school. Normally sixth grade is included in a middle school. Therefore, this unit will assist the students in gaining experience in doing research, analyzing material, improving their written and oral presentation skills, and provide them the ability to relate studied persons to persons they know in the real world, i.e. family or friends.

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