

**Weekly Agenda**  
**January 9–13, 2017**

Day/Date	Schedule—Block A	Schedule—Block B	Homework
Monday, January 9	<p>EQ: What accounts for the rapid changes in postwar America (1945–1952), and what are the effects of those changes?</p> <ul style="list-style-type: none"> <li>▪ SQ: In what ways does the Cold War affect the general population of the United States?</li> <li>▪ SQ: What is life like for Americans in the 1950s?</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Rescheduled Weekly Quiz #11</b></li> <li>▪ Examine question of conformity in the 1950s and population shifts in the 1950s (suburbanization, “white flight”)</li> </ul>	<ul style="list-style-type: none"> <li>▪ SQ: What is life like for Americans in the 1950s?</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>▪ View eyewitness interviews and archival primary source footage from 1950s America in “<a href="#">Seeds of the Sixties</a>,” with focus on Baby Boom, child rearing, gender expectations, social mores</li> </ul>	<ul style="list-style-type: none"> <li>▪ Watch Adam Norris on the <a href="#">Eisenhower Administration</a> and complete Viewing Notes.</li> <li>▪ <b>Submit to TurnItIn by 8:05 AM on Tuesday, 1/10</b></li> <li>▪ Read all civil rights content from Chapter 37 and all content (except Vietnam) from Chapter 38 (see Unit Guide info).</li> <li>▪ <b>Weekly Quiz #12 on Friday, 1/13</b></li> </ul>
Tuesday, January 10	<p>EQ: What accounts for the rapid changes in postwar America (1945–1952), and what are the effects of those changes?</p> <ul style="list-style-type: none"> <li>▪ SQ: What is life like for Americans in the 1950s?</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>▪ Complete viewing eyewitness interviews from 1950s America in <a href="#">Seeds of the Sixties</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ SQ: What’s conservative about the Eisenhower Administration, and is there anything that could be considered more liberal?</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>▪ Quick-write response to Eisenhower question.</li> <li>▪ Discussion of meanings of <a href="#">Liberal and Conservative</a></li> <li>▪ Sharing of responses.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Watch DHT <a href="#">New Look Foreign Policy</a> video and complete Viewing Notes.</li> <li>▪ <b>Submit to TurnItIn by 8:05 AM on Wednesday, 1/11.</b></li> </ul>
Wednesday, January 11	<p>EQ: What accounts for the rapid changes in postwar America (1945–1952), and what are the effects of those changes?</p> <ul style="list-style-type: none"> <li>▪ SQ: To what extent does the 1950s deserve its reputation as an age of conformity?</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>▪ LEQ Writing Practice</li> <li>▪ Share-out of Thesis Statements and discussion of argumentation</li> </ul>	<ul style="list-style-type: none"> <li>▪ SQ: To what extent does the 1950s deserve its reputation as an age of conformity?</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>▪ Document Study: Conformity, valid?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Watch Kahn Academy’s <a href="#">“Jim Crow, Part 3,”</a> and <a href="#">“Jim Crow, Part 4,”</a> and complete <b>one</b> set of viewing notes for both videos (bulleted notes for both videos; identified key terms that may apply; one summary that includes both videos).</li> <li>▪ <b>Submit to TurnItIn by 8:05 AM on Thursday, 1/12.</b></li> </ul>
Thursday, January 12	<p>EQ: How do ideas of democracy, freedom, and individualism find expression in the development of cultural values, political institutions, and the American identity?</p> <ul style="list-style-type: none"> <li>▪ SQ: What was life for blacks in the South after Reconstruction ended in 1877?</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>▪ Quick write/review of homework</li> <li>▪ Review developments in civil rights legislation that developed after the Civil War (in <a href="#">Slavery to Jim Crow</a> slide deck)</li> </ul>	<ul style="list-style-type: none"> <li>▪ SQ: What was life for blacks in the South after Reconstruction ended in 1877?</li> <li>▪ MSQ: How did tenant farming, or sharecropping, develop after the Civil War, and what were the experiences of life for a sharecropper?</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>▪ View <a href="#">“Lest We Forget: The Lost Story of Southern Sharecroppers”</a> as a source of information; discuss how sharecropping progressed during the New Deal.</li> <li>▪ Analyze lyrics to <a href="#">“Strange Fruit.”</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ Review <a href="#">Slavery to Jim Crow</a> Slide Deck. Nothing to turn in.</li> <li>▪ <b>Study for Quiz #12</b></li> </ul>
Friday, January 13	<p>EQ: How do ideas of democracy, freedom, and individualism find expression in the development of cultural values, political institutions, and the American identity?</p> <ul style="list-style-type: none"> <li>▪ <b>SQ:</b> What are the developments in evolution of Civil Rights between 1895–1950?</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Quiz #12—Civil Rights (37) and The Sixties (38, except Vietnam)</b></li> <li>▪ Examine the world of Jim Crow and “Separate but Equal” from <a href="#">“The Struggle</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ SQ: What are the developments in the evolution of Civil Rights between 1895–1950?</li> <li>▪ MSQ: What are the differences between the views of Civil Rights leadership, and how do these views evolve over time?</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>▪ Analyze the writings of WEB DuBois and Booker T. Washington as early leaders of the Civil Rights movement.</li> <li>▪ View <a href="#">“Washington vs. DuBois”</a> for</li> </ul>	<ul style="list-style-type: none"> <li>▪ Watch <a href="#">“Eyes on the Prize, Episode One: Awakenings.”</a> Complete a summary (only) of the viewing as your Viewing Notes. Your summary needs to provide a thorough and complete understanding of the following:</li> <li>▪ Ways in which segregation manifested in Southern daily life, circumstances of Emmett Till’s murder and the trial of the accused, media coverage in</li> </ul>

	<a href="#"><u>for Civil Rights</u></a> slide deck.	detailed quote analysis.	<p>Mississippi and Montgomery, ways of fighting segregation, emergence of Rev. Dr. Martin Luther King, Jr., as a key leader.</p> <ul style="list-style-type: none"> <li>▪ Submit to Turnitin.com by 8:05 AM on Tuesday, 1/17.</li> <li>▪ </li> </ul>
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**Special Notes:**

- Enter the [Prindle Institute High School Essay Competition](#), which can earn you up to \$300. This essay is worth **15 extra credit points in the CCA Points category**. The due date for this Extra Credit opportunity is **January 15, 2017**. To qualify as extra credit, you must complete the essay according to the contest guidelines AND you must submit evidence that you have entered your essay into the contest. Extra Credit will only be awarded if I deem you have adequately prepared an essay worthy of submission. Your submission should include a screen shot of your contest entry. (You are able to compete in the contest without doing so through our class.)
- You can enter the [United States Ninth Circuit Civics Contest](#) (with up to a \$2000 prize for first place, plus travel to San Francisco to the Circuit Court's location). The essay topic relates to Japanese American Internment. The contest opens on February 1, 2017, but you can prepare your essay for submission early in order to earn extra credit for class. **You can earn up to 25 extra credit points in the CCA Points category**. The due date is **January 25, 2017**.

**Quote of the Week:**

- "The only thing that stands between a man and what he wants from life is often merely the will to try it and the faith to believe that it is possible." --Richard M. DeVos