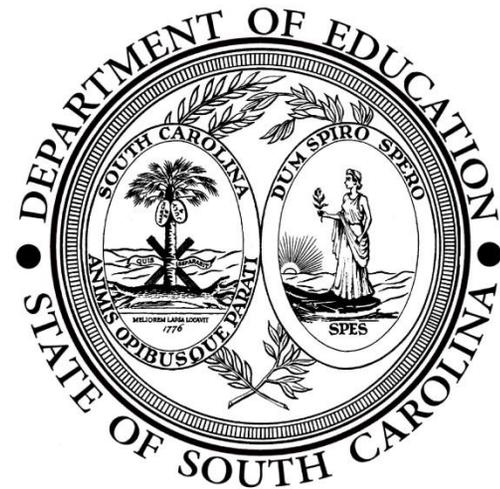


# U.S. History and Constitution: Changing Society and Its Impact on Education

Instructional Resource for the  
*South Carolina Social Studies Academic Standards*

South Carolina Department of Education  
Office of Standards and Learning  
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### **U.S. History: Changing Society and Its Impact on Education**

This lesson addresses shifts in American society creating corresponding shifts in the education system. Depending on the class for which this is being used, this lesson can either review U.S. History or be used in a Sociology class to discuss the interrelated parts of society. Students will be expected to use self-direction, while collaborating with their teams, to help fulfill the requirements in education that are set forth by the Profile of the South Carolina Graduate. This lesson is expected to take two, ninety-minute class periods.

#### **Standard(s) and/or Indicator(s)**

There are two types of standards/indicators for each instructional plan. Targeted standards are standards/indicators that will be taught and assessed throughout the unit while embedded standards are those that have been spiraled through the curriculum and will be present, but not all will be formally “taught.” ELA standards can be listed as embedded standards in addition to other Social Studies standards being spiraled. Assessment of these indicators/descriptors (as applicable) will be included in both summative and formative assessments as they have been previously taught.

#### **Targeted:**

**Standard USHC-7: The student will demonstrate an understanding of the impact of World War II on the United States and the nation’s subsequent role in the world.**

Indicator USHC-7.6 Analyze the causes and consequences of social and cultural changes in postwar America, including educational programs, the consumer culture and expanding suburbanization, the advances in medical and agricultural technology that led to changes in the standard of living and demographic patterns, and the roles of women in American society.

#### **Embedded:**

**Standard USHC-8: The student will demonstrate an understanding of social, economic and political issues in contemporary America.**

Indicator USHC-8.2 Compare the social and economic policies of presidents Lyndon Johnson and Richard Nixon, including support for civil rights legislation, programs for the elderly and the poor, environmental protection, and the impact of these policies on politics.

Indicator USHC-8.4 Analyze the causes and consequences of the resurgence of the conservative movement, including social and cultural changes of the 1960s and 1970s, Supreme Court decisions on integration and abortion, the economic and social policies of the Reagan administration, and the role of the media.

Indicator USHC-8.5 Summarize key political and economic issues of the last twenty-five years, including continuing dependence on foreign oil; trade agreements and globalization; health and education reforms; increases in economic disparity and recession; tax policy; the national surplus, debt, and deficits; immigration; presidential resignation/impeachment; and the elections of 2000 and 2008.

<b>“I Can” Statements</b>
<p>“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).</p> <ul style="list-style-type: none"> <li>• <i>Day 1: I can describe how one change in society created a change in education. (USHC-7.6)</i></li> <li>• <i>Day 2: I can describe how multiple changes in society created change in education (USHC-7.6)</i></li> </ul>
<b>Essential Question(s)</b>
<p>This is a <b>suggested</b> essential question that will help guide student inquiry.</p> <ul style="list-style-type: none"> <li>• “Why is it important to have an educational system that adjusts to changes in society?”</li> </ul>
<b>Academic Vocabulary</b>
<p>Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.</p> <ul style="list-style-type: none"> <li>• Optimally</li> <li>• Economics</li> <li>• Demographics</li> <li>• Interventions</li> <li>• Education System</li> </ul>
<b>Prior Knowledge</b>
<p>This is new content for students in the United States History and the Constitution.</p>
<b>Subsequent Knowledge</b>
<p>Students will be impacted by policy decisions as they participate in society.</p>
<b>Potential Instructional Strategies</b>
<p><b>Day 1 “I Can” Statement:</b> I can describe how one change in society created a change in education. (USHC7.6)</p> <p><b>Opening</b> – Post the following on the board and ask students to explain why they agree or disagree with James L. Moore. After students are given the opportunity to both think and write down an answer, host a discussion on how and why they had differing opinions.</p> <p style="text-align: center;"><i>“Over the years, the United States has undergone numerous changes and unfortunately many segments of society are not</i></p>

*functioning optimally. Many of the changes are, directly or indirectly, related to economics, technological advancements, and demographic shifts. Increasingly, counselors (e.g., school, mental health, etc.) are being requested to provide services and interventions that assist people to function more effectively in our changing global society.”*

**Transition-** At the end of your conversation, ask students “Why is it important to have an educational system that adjusts to changes in society?” Explain to students that today they will be analyzing how changes in American society impacted education.

**Project:** Split students up into groups of 3-4. Assign each group a major change that effected education in American society. You may want to focus on modern changes such as the baby boom, the creation of Head Start during the War on Poverty, the Civil Rights Movement (*Brown vs. Board (1954)*), and “No Child Left Behind”, meant to address globalization. Students are responsible for creating a poster that explains the changes in society, the subsequent change in education, and then evaluate whether or not they believe the change in education was effective. One class period may not be sufficient for completing these posters, and the students may need to finish these posters in the following class period.

**Day 2 “I Can” Statement:** I can describe how multiple changes in society created changes in education. (USHC7.6)

**Project:** Have students finish projects in class. Once all groups are finished, have the students present their poster to the class.

**Discussion/Close:** Ask students again “Why is it important to have an educational system that adjusts to changes in society?” but this time, follow it with a discussion on whether they think the U.S. has been successful or not. As an extension activity, you may ask students to create a written response to this, citing specific examples from the poster presentations or have them create a graphic organizer on change.

**Note:** As best practice dictates, decide what aspects of the poster are most important for your class and hand out a corresponding rubric to your class. A sociology class may want to emphasize how the parts of a society are intertwined, and a U.S. History class may want to emphasize the dates, events, and historical figures. Rubrics can be created beforehand with a generic rubric generator such as RubiStar, or if possible created as a team effort between the students and the teacher.

#### **Potential Assessment Task**

Day 1: *Warm-Up response (USHC-7.6)*

Day 2: *Changes in Society and Education Poster (USHC-7.6)*

*(Optional) Written response to closing question (USHC-7.6)*

### **Resources**

- Moore, J. L., III. (n.d.). My Philosophy on Teaching in Counselor Education. Retrieved October 30, 2017, from <https://u.osu.edu/moore.1408/professional-info/philosophy/>
- RubiStar Home. RubiStar. 4Teachers.org. web. Retrieved November 30, 2017, from <http://rubistar.4teachers.org/index.phpSCASA>
- Superintendents Roundtable. (2015). Profile of the South Carolina graduate. [PDF document]. Retrieved from <http://ed.sc.gov/newsroom/profile-of-the-south-carolina-graduate/>
- South Carolina Department of Education (2012). Support documents for United States History and Constitution. Retrieved from <https://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/USHistorySupportDocuments.pdf>
- South Carolina Department of Education. (2011). South Carolina social studies academic standards [PDF document]. Retrieved from <https://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>
- South Carolina Department of Education. (2018). South Carolina African American history calendar. [PDF document]. Retrieved from [http://scafricanamerican.com/wp-content/uploads/2017/10/SCAAHCCALEDAR\\_2018\\_web.pdf](http://scafricanamerican.com/wp-content/uploads/2017/10/SCAAHCCALEDAR_2018_web.pdf)