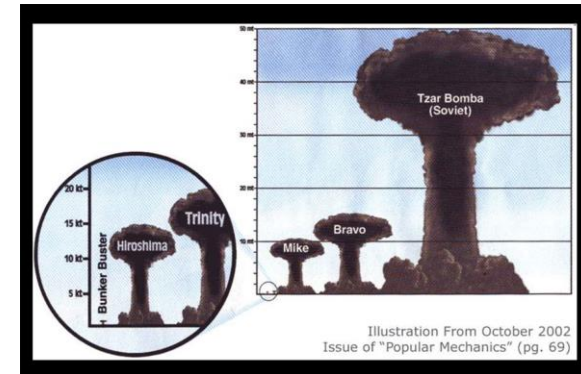


DUAL CREDIT AMERICAN HISTORY STUDENT DISCOVERY

AN EXTENDED INQUIRY INTO ESSENTIAL STUDENT LEARNINGS

HISTORY LAB: FOCUS OF STUDENT INQUIRY

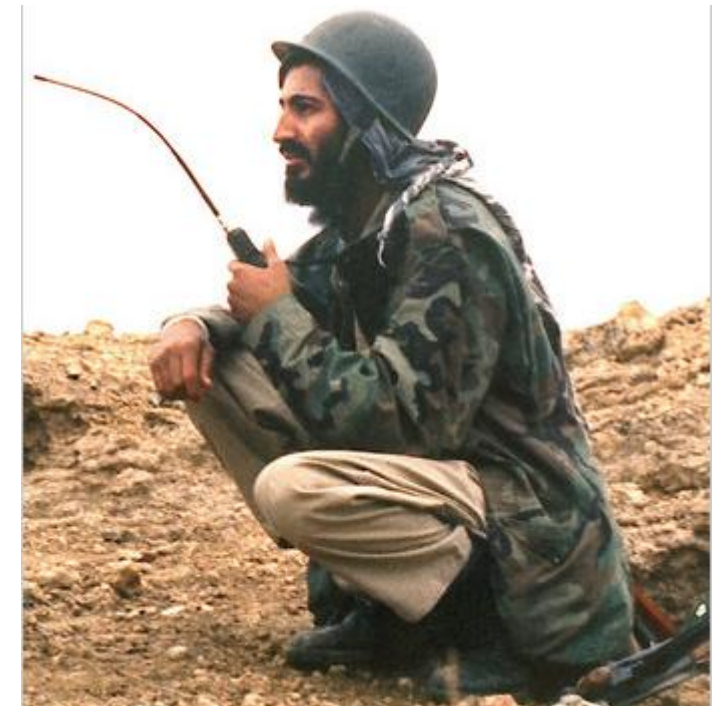
- ▶ **FOREIGN POLICY 1945-1991:** How was the foreign policy of the United States different after WWII? To what extent did America's fear of communism impact domestic and foreign policy? How did the US influence the world culturally, economically & politically during the Cold War? What is our National memory of events in the Cold War? Why did the Soviet Union fall?
- ▶ **DOMESTIC AFFAIRS 1945-PRESENT:** What is the history of modern racism and poverty in the United States in the last 70 years and how effectively has society challenged discrimination? What part have individuals and grass roots movements addressed Civil Liberties from Native-Americans to African-Americans and Immigrants?

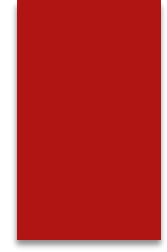


HISTORY LAB: FOCUS OF STUDENT INQUIRY

- ▶ **CURRENT:** Why is the Middle East important to the US and how has the Middle East affected the US foreign policy? How has American need for energy impacted us today? How can the events of 9/11 and War in Iraq and Afghanistan be understood when looking at American interests?

How are Oil and Al Queda Linked to American Foreign Policy?





“We’ve been in the mountain of war. We’ve been in the mountain of violence. We’ve been in the mountain of hatred long enough. It is necessary to move on now, but only by moving out of this mountain can we move to the promised land of justice and brotherhood and the Kingdom of God. It all boils down to the fact that we must never allow ourselves to become satisfied with unattained goals. We must always maintain a kind of divine discontent.”

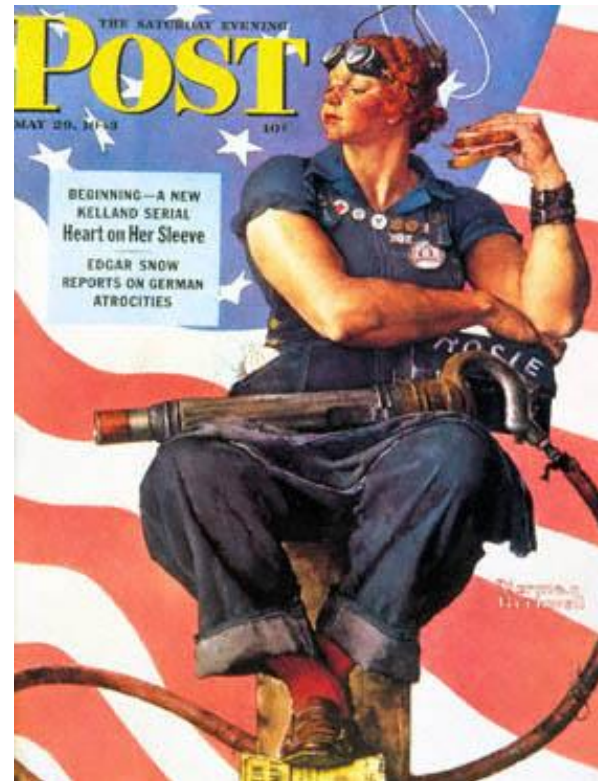
[Sermon at Temple Israel of Hollywood in June 1965](#)

What did the mountain of War, Violence and Hatred look like in Dr. King’s ‘60s?

STUDENT PRODUCTS

- ▶ Who was “Rosy the Riveter” and what did she really contribute to the war effort? What was her life like after the War?

- ▶ POSSIBLE STUDENT PRODUCTS FOR ANSWERING ESSENTIAL QUESTIONS:
- ▶ Students will be responsible for choosing one product per essential question. A student may develop their own product after sharing the idea with course instructor. Descriptors are intentionally simple to allow for student creativity, but questions must be fully answered using at least 3 secondary academic historic sources and 2 primary source documents with the understanding that more sources will lead to a better product and deeper answer. Each product must be accompanied by complete bibliography.
- ▶ A Source page can be found [HERE](#)



How was the Assassination of JFK related to the Cold War?



- ▶ □ Visual presentation such as PREZI that links multiple answers
- ▶ □ Traditional position paper written using Aquinan Model
- ▶ □ Written letters: answered from empathic roles of historic figures (historic fiction)
- ▶ □ Photo Essay that provides a visual history with multiple captions
- ▶ □ Info-gram that looks at the question through data analysis (all graphs and charts included)
- ▶ □ A Concept Illustration that provides answers to question in one visual mural (written explanation included)
- ▶ □ Sociological/Anthropological analysis of the impact of questions on American society
- ▶ □ Read full academic history and review how book answers all elements of essential question (Time can be extended and only the one source required)
- ▶ □ Write a historiography of the event and how the history has changed over time (Time can be extended)
- ▶ □ Journal a biographical time-line of one or more major actors in the history that can answer the question
- ▶ □ Provide 5 physical artifacts and show how they answer the essential question
- ▶ □ Analyze from the perspective of the 5 Institutions of Culture: Family, Religion, Economics, Politics and Education.
- ▶ □ Analyze from Batavia's local perspective to the National view
- ▶ □ Provide a full Marxist analysis from the perspective that "All of history has been nothing but a struggle between the Haves and Have-Nots."
- ▶ □ Interview a living player and create an Oral history that is fully recorded. Corroborate elements of the memory with written sources.
- ▶ □ **STUDENT DEVELOPED PRODUCT**