Objective: #17

Document 1

Title: 1960s/Great Society

LIFE THEMES CHANGE CONFLICT EXPLORATION PATTERNS POWER STRUCTURE RELATIONSHIPS FORCE

1 The Great Society, a package of domestic programs and legislation aimed at eradicating poverty and HISTORICAL THEMES improving the quality of life of all Americans. The Great Society vastly expanded the welfare state and 2 RELIGION included initiatives such as the War on Poverty. Johnson launched the War on Poverty in March 1964, when 3 **TECHNOLOGY** he sent the Economic Opportunity Act to Congress. The bill created the Job Corps and the Community 4 CULTURE Action Program, which aimed to eliminate poverty through job creation and services such as Head Start for 5 early childhood development. The Office of Economic Opportunity was established to oversee the 6 POLITICS disbursement of funds to community-based anti-poverty programs, and the Food Stamp Act of 1964 **ECONOMICS** expanded the federal food stamp program. The Great Society established Medicare and Medicaid, which 8 provide healthcare to the poor and to the elderly; and involved education reform, The Primary and 9 **GEOGRAPHY** Secondary Education Act of 1965 authorized \$1 billion in federal funding for public education and 10 established special programs for schools in low-income areas. The Higher Education Act of 1965 increased 11 federal funding for universities and extended scholarships and low-interest loans to college students. 12

(Flesh Kincaid Grade Level - 15.7/College Level)

| LIFE THEMES | HISTORICAL THEMES | | | |
|---------------|-------------------|---------------------------------------------------------|--|--|
| CHANGE | RELIGION | God, Faith, Belief system | | |
| CONFLICT | TECHNOLOGY | Inventions making life easier, Spreading information | | |
| EXPLORATION | CULTURE | People and how they behave and live their lives | | |
| PATTERNS | POLITICS | Laws and rules that affect how people live | | |
| POWER | FCONOMICS | How people get what they | | |
| STRUCTURE | ECONOMICS | need | | |
| RELATIONSHIPS | GEOGRAPHY | Where people live and why they live there | | |
| FORCE | | | | |

| The Civil Moven | nont | aused | a negative impact on CULTURE 17 Title: | AND | hurt CHANGE The 1960s and The | because | ???? | ? e Date Period |
|----------------------------------------------------------------------------------------------|------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------|-----------------|---------------------------------------------------|---------------------------------------------------------------------------------------|
| HISTORICAL THEMES RELIGION TECHNOLOGY CULTURE POLITICS ECONOMICS GEOGRAPHY | Culture A. Cha 1. 1 - 1. 7 a | The Presi The Great aa. exp b. Econom aa. Op bb. po | dent Johnson's le t Society was a ba Society vastly e panded – grew hic Opportunity A portunity – hope overty – neediness | e gislat i ad thin xpando ct pr | on wasted mon g ed the welfare s ogramto elimi | ey. tate(L2) | CH, CO EXI PAT PO STF REI FO | HEMES ANGE NFLICT PLORATION TTERNS WER AUCTURE ATIONSHIPS RCE |
| | | | ti-poverty prograr sbursement – givi <u>Thesa</u> | ng | 6-7) | | | |

| | (Bell Work) After studying the evidence, write a S.E.X.I paragraph that describes <u>1960s/Great Society</u> and explain why <u>government leaders were</u> <u>compassionate/kind in the 60s</u> . Support your discussion with evidence from your research. What conclusions can you draw? | |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Statement | The <u>government leaders were compassionate/kind in the 60s</u> .was <u>SA</u> . | |
| E xplain | Define <u>ADJECTIVE</u> ? Add something about what the <u>(BIG IDEA STUFF)</u> . Theme(s) to consider when thinking about this topic are: AND | |
| eXample | FOR EXAMPLE, (MAIN IDEA OF PARAGRAPH – USE HT). For instance, line states "" HOWEVER, (optional - use when you disagree with the fact and want to show other evide THIS ALLOWS US TO SEE (IMPACT) | ence) |
| | CHANGE, CONFLICT, EXPLORATION, PATTERNS, POWER, STRUCTURE, RELATIONSHIPS AND FORCE, RELIGION, TECHNOLOGY, CULTURE, GOVERNMENT, ECONOMICS, PLACE | |
| Importance | IN CONCLUSION, WE SEE A MAJOR FOCUS ON <u>THEME</u> . (Explain why you selected that particular theme.) THIS WAS IMPORTANT BECAUSE IT HELPS US TO UNDERSTAND (<u>what about the past or present</u>) BETTER. PERHAPS PEOPLE SHOULD | |
| | | |