

THE WHITE HOUSE **DECISION CENTER**

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CURRICULUM STANDARDS ALIGNMENT

★ **TEACHER MANUAL SUPPLEMENT** ★



WHDC CURRICULUM — Module 1:

Presidential Power and Influence: Students **read and analyze** Truman's schedule for June 29, 1950 to explore the roles a president plays. As students **research the roles of the president**, they discover the many types of action a president might take in a given situation.

6th - 12th American History / 6th Geography

6-8.AH.1.CC.A, 9-12.AH.CC.A - Create & use tools to analyze chronological sequence of related events in US history.

6th - 12th World History

6-8.WH.1.CC.A, 9-12.WH.1.CC.A - Create and use tools to analyze chronological sequence of events in world history.

9th -12th Government

9-12.GV.1.CC.A. - Create and use tools to analyze chronological events related to a study of government.

6th - 12th ELA

ELA Literacy 6-12

RI.1.A: Evidence/Inference

Analyze and apply

Draw conclusions

Infer by citing textual evidence to support analysis of what the text says.

WHDC CURRICULUM — Module 2:

President Truman's Advisors: Students **select and prioritize** briefings to assess the importance of each for their role. Additionally, students **will source, contextualize, and corroborate** their sources as they prepare to become one of President Truman's expert advisors.

6th - 12th American History / 6th Geography

6-8.GEO.1.CC.C Identify appropriate resources and create a research product that applies geography to a contemporary issue.

6-8.AH.1.CC.B, 9-12.AH.1.CC.B - Explain connections among historical context and people's perspectives in US history.

6th - 12th World History

6-8.W.H.1.CC.B, 9-12.WH.1.CC.B - Explain connections among historical context and peoples' perspectives.

9th -12th Government

9-12.GV.3.GS.F Compare the structure and functions of local, state and federal governments.

9-12.GV.1.GS.B - Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.

6th - 12th ELA

ELA Literacy 6-12

RL.3.C9-12.GV.3.GS.F Compare the structure and functions of local, state and federal governments.

RL.3.D

ELA Literacy 6-12

RL.3.C

RL.3.D

Explain how characters and settings reflect historical and/or cultural contexts.

Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

WHDC CURRICULUM — Module 3:

Right to the Source: Students will **select and prioritize** primary documents to assess what information will be important in their role as presidential advisors. Students must also **source, contextualize, and corroborate** their sources as they apply to their individual roles. Finally, students will **determine the relevance** of each document they read and defend their conclusions.

6th - 12th American History / 6th Geography

6-8.Geo.1.CC.A., 6-8 AH.1.G.A,

9-12.AH.1.G.A - Create and use a map

& graphic representations to explain relationships and patterns.

6-8.GEO.1.CC.E - Analyze causes and consequences of current geographical issues.

6-8.GEO.1.PC.A - Analyze material culture to explain people's perspective.

6-8.GEO.1.PC.B - Explain how characteristics of regions connect to human identities and cultures.

6-8.AH.1.CC.A, 9-12.AH.CC.A - Create & use tools to analyze chronological sequence of related events in US history.

6-8.AH.1.CC.B, 9-12.AH.1.CC.B - Explain connections among historical context and people's perspectives in US history.

6-8.AH.1.G.A Create and use maps & other graphic representations to explain relationships and patterns in US history prior to 1870.

9-12.AH.1.G.A - Create and use maps & other graphic representations to explain relationships and patterns in US history 1870-2010.

6-8.AH.1.G.C, 9-12.AH.1.G.C -Locate major cities of Missouri, the US and the world; states of the US, key world nations, continents, oceans and other major topographical features in the US

6-8.AH.1.PC.A, 9-12.AH.1.PC.A - Using US historical lens, describe how peoples' perspectives shaped the sources they created.

6-8.AH.1.PC.B, 9-12.AH.1.PC.B - Using US

historical lens, examine the origins and impact on social structures and stratification on societies and relationships between peoples.

6th - 12th World History

6-8.WH.1.G.A., 9-12.WH.1.GS.C, Create and use a map & graphic representations to explain relationships and patterns.

6-8.WH.1.CC.B, 9-12.WH.1.CC.B - Explain connections among historical context and peoples' perspectives.

6-8.WH.1.GS.A, 9-12.WH.1.GS.A - Analyze laws, policies and processes to determine affect of governmental systems after 1450.

6-8.WH.1.G.A., 9-12.WH.1.G.A - Create and use maps & other graphic representations to explain relationships and patterns.

6-8.WH.1.G.C, 9-12.WH.1.G.C - Locate major cities and key world nations, continents, oceans and topographical features.

6-8.WH.1.PC.A, 9-12.WH.1.PC.A - Through world history lens describe how people's perspectives shaped the sources they created.

9-12.WH.1.G.B - Analyze how physical and human characteristics or world regions connect to changing identity & cultures.

9th -12th Government

9-12.GV.1.G.A Create and use a map & graphic representations to explain relationships and patterns about government.

9-12.GV.1.CC.A. - Create and use tools to analyze chronological events related to a study of government.

9-12.GV.1.CC.B - Explain connections between historical context and peoples' perspectives at that time.

9-12.GV.1.G.A - Create and use maps and other graphic representations to explain relationships and reveal patterns or trends about government.

9-12.GV.1.PC.B - Examine the origins and impact of social structures and stratification on societies and relationships between peoples and governments

9-12.GV.1.G.A . Create and use a map & graphic representations to explain relationships and patterns about government.

9-12.GV.1.CC.A. - Create and use tools to analyze chronological events related to a study of government.

9-12.GV.1.CC.B - Explain connections between historical context and peoples' perspectives at that time.

9-12.GV.1.G.A - Create and use maps and other graphic representations to explain relationships and reveal patterns or trends about government.

9-12.GV.1.PC.B - Examine the origins and impact of social structures and stratification on societies and relationships between

peoples and governments.

6th - 12th ELA

ELA Literacy 6-12

RI.2.A

RI.2.B

RI.2.C

Structure

Point of View

Craft and Meaning

Analyze how a text's organization or overall structure contributes to meaning.

Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.

Analyze how word choice contributes to meaning and tone.

Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

WHDC CURRICULUM — Module 4:

Decisions and Dilemmas: Students **will research and analyze a problem and decide** which conditions proposed solutions must meet. Student will utilize a **decision making** matrix to **solve** a school-based **problem**, historical problem, or problem of their choice. The matrix encourages in-depth analysis of proposed solutions by asking student to **weigh the positive and negative consequences**.

6th - 12th American History / 6th Geography

6-12.AH.1.CC.E, 9-12.AH.1.CC.E - Analyze causes and consequences of a specific problem in US history after 1870 as well as challenges and opportunities faced by those trying to address the problem.

6-12.AH.1.GS.A , 9-12.AH.1.GS.A - Analyze laws, policies, and processes to determine how government affects individuals and groups in US history 1870-2010.

9-12.AH.1.GS.A - Predict consequences that can occur when individuals fail to carry out personal responsibilities.

9-12.AH.1.GS.C - Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.

6th - 12th World History

6-8.WH.1.CC.E, 9-12.WH.1.CC.E - Develop a research plan, identify resources for investigating topics and create and present a research product that applies to an aspect of world history after 1450.

C.E, 9-12.WH.1.CC.E - Analyze the causes and consequences of a specific problem in world history after 1450 as well as challenges and opportunities faced by those trying to address the problem.

6-8.WH.1.CC.E , 9-12.WH.1.CC.E - Analyze

causes and consequences of a specific problem in world history after 1450.

9-12.WH.1.GS.B - Predict consequences which can occur when individuals fail to carry out personal responsibilities.

9-12.WH.1.GS.C - Predict consequences which can occur when institutions fail to meet needs of individuals and groups.

9th -12th Government

9-12.GV.1.CC.A. - Create and use tools to analyze chronological events related to a study of government.

9-12.GV.1.CC.E - Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.

6th - 12th ELA

ELA Literacy

6-12.RI.2.D Argument/Evidence

Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

WHDC CURRICULUM — The White House Decision Center: Visit On-Site Experience:

Students assume the roles of Truman and his advisors to **solve a major crisis**. Using **primary and secondary sources**, students **research and develop possible solutions** to the crisis that they present in presidential advisory meetings. Through **discussion and debate**, students **collaboratively** sift through solutions, **weighing the positive and negative consequences** of each. Students then assume the role of a White House Press Correspondent and **question selected advisors**. Presidents confer with their advisors to craft their decision, which he/she then reveals in a second press conference. Students create and ask questions about the decision. In the last stage, student debrief their on-site experience sharing what they have **learned about the roles of the president, government, and history**.

6th - 12th American History / 6th Geography

6-8.GEO.1.GS.A - Using geographic lens, analyze laws and government systems.

6-8.GEO.1.EC.A - Using geographic lens, evaluate economic decisions.

6-8.GEO.1.PC.B - Explain how characteristics of regions connect to human identities and cultures.

6-8.GEO.1.CC - Develop geographic questions, determine resources, and consider multiple points of views in the resources.

6-8.GEO.1.CC.C Identify appropriate resources and create a research product that applies geography to a contemporary issue.

6-8.AH.1.CC.A, 9-12.AH.CC.A - Create & use tools to analyze chronological sequence of related events in US history.

6-8.AH.1.CC.B, 9-12.AH.1.CC.B - Explain connections among historical context and people's perspectives in US history.

6-8.AH.1.CC.C, Develop a research plan, identify appropriate resources and create and present a research product that applies to an aspect of US history prior to 1470.

9-12.AH.1.CC.C Develop a research plan, identify appropriate resources and create and present a research product that applies to an aspect of US history, 1870-2010.

6-8.AH.1.CC.D, 9-12.AH.1.CC.D - Develop compelling questions about US history after 1870 to determine helpful resources and consider multiple points of views in the resources.

6-12.AH.1.CC.E, 9-12.AH.1.CC.E - Analyze causes and consequences of a specific problem in US history after 1870 as well as challenges and opportunities faced by those trying to address the problem.

6-12.AH.1.GS.A, 9-12.AH.1.GS.A - Analyze laws, policies, and processes to determine how government affects individuals and groups in US history 1870-2010.

9-12.AH.1.GS.A - Predict consequences that can occur when individuals fail to carry out personal responsibilities.

9-12.AH.1.GS.C - Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.

6-8.AH.1.G.C, 9-12.AH.1.G.C -Locate major cities of Missouri, the US and the world; states of the US. key world nations, continents, oceans and other major topographical features in the US.

9-12.AH.1.EC.A - Through US historical lens analyze the opportunity costs and benefits of economic decisions on society as well as on individuals , after 1870.

6-8.AH.1.PC.A , 9-12.AH.1.PC.A - Through US historical lens, describe how peoples' perspectives shaped the sources they created.

6-8.AH.1.PC.B, 9-12.AH.1.PC.B - Using US historical lens, examine the origins and impact on social structures and stratification on societies and relationships between peoples.

6th - 12th World History

6-8.WH.1.CC.A, 9-12.WH.1.CC.A - Create and use tools to analyze chronological sequence of events in world history.

6-8.WH.1.CC.D, 9-12.WH.1.CC.D - Develop compelling questions about world history.

6-8.WH.1.EC.A , 9-12.WH.1.EC.A - Through world history lens analyze the opportunity costs and benefits of economic decisions on society & individuals after 1450.

6-8.WH.1.PC.A, 9-12.WH.1.PC.A - Through

world history lens describe how peoples' perspectives shaped the sources they created.

6-8.WH.1.PC.B, 9-12.1.PC.B - Through world history lens examine origins and impacts of social structures and stratification.

9-12.WH.1.G.B - Analyze how physical and human characteristics or world regions connect to changing identity & cultures.

9-12.WH.1.GS.B - Predict consequences which can occur when individuals fail to carry out personal responsibilities.

9-12.WH.1.GS.C - Predict consequences which can occur when institutions fail to meet needs of individuals and groups.

9th -12th Government

9-12.GV.1.CC.B - Explain connections between historical context an peoples' perspectives at that time.

9-12.GV.1.CC.C - Develop a research plan, identify appropriate sources for investigating social studies topics and create and present a research product that applies to a contemporary issue.

9-12.GV.1.CC.D - Develop compelling questions about government, determine helpful resources and consider multiple points of views represented in the resources.

9-12.GV.1.CC.E - Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.

9-12.GV.1.GS.A - Analyze laws, policies and processes to determine how government affects individuals and groups in society.

9.12.GV.1.GS.B - Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.

9-12.GV.1.G.A - Create and use maps and other graphic representations to explain relationships and reveal patterns or trends about government.

9-12.GV.1.EC.A - Examine the opportunity costs and benefits of economic decisions or society as a whole as well as individuals and government.

9-12.GV.1.PC.A - Using a governmental lens, describe how peoples' perspectives shaped the sources they create.

9-12.GV.1.PC.B - Examine the origins and impact of social structures and stratification on societies and relationships between peoples and governments.

6th - 12th ELA

ELA Literacy 6-12:

RI.2.B

Point of View

Recognize, analyze and explain how an author's point of view or purpose is conveyed in a text distinguishing what is directly stated

in a text from what is implied.

Acknowledge new information expressed by others, modify their own views.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

ELA Literacy 6-12:

SL.1..A

SL.1.B

SL.1.C

Collaborating

Speak clearly, audibly, and to the point, as appropriate to task, purpose and audience when presenting including appropriate volume at an understandable pace. Position body to face the audience when speaking and makes eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.

Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points.

SL.2.A

SL.2.B

SL.2.C

Speaking and Listening

Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELA Literacy 6-12:

RI.3.B

Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.

Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.

MISSOURI ELA STANDARDS

Missouri State Standards

The MLS framework for the experience in The WHDC is based on the core ideas and foundations of the priority standards to build upon the Tools of Social Science inquiry. The content from American History, World History and U.S. Government will link content strands and build upon critical historical thinking skills. Students will participate using relevant meaningful

content, emphasize essential behaviors while preparing for democratic decision-making: developing questions and planning inquiries, applying disciplinary tools and concepts, evaluating sources and using evidence, and communicating conclusions and taking informed action.

ELA Literacy 6-12

RI.1.A:

Evidence/Inference

9-12.GV.3.CC.C

ELA Literacy 6-12

RL.3.C

RL.3.D

History: Continuity and Change
6-12

9-12.GV.3.GS.F Compare the structure and functions of local, state and federal governments.

<https://dese.mo.gov/media/pdf/asmt-ss-gov-g912-item-specs>

ELA Literacy 6-12

RI.2.A

RI.2.B

RI.2.C

Structure

Point of View

Craft and Meaning

ELA Literacy 6-12

RI.2.D

Argument/Evidence

ELA Literacy 6-12:

RI.2.B

Point of View

ELA Literacy 6-12:

SL.1..A

SL.1.B

SL.1.C

Collaborating

SL.2.A

SL.2.B

SL.2.C

Speaking and Listening

ELA Literacy 6-12:

RI.3.B

CW: American History
Continuity and Change

6-8.AH.1.CC.C

6-8.AH.1.CC.C

WHDC CURRICULUM — Module 1:

Presidential Power and Influence: Students read and analyze Truman's schedule for June 29, 1950 to explore the roles a president plays. As students research the roles of the president, they discover the many types of action a president might take in a given situation.

- 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.
- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies
- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.

WHDC CURRICULUM — Module 2:

President Truman's Advisors: Students select and prioritize briefings to assess the importance of each for their role. Additionally, students will source, contextualize, and corroborate their sources as they prepare to become one of President Truman's expert advisors.

- 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.
- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies
- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.

WHDC CURRICULUM — Module 3:

Right to the Source: Students will select and prioritize primary documents to assess what information will be important in their role as presidential advisors. Students must also source, contextualize, and corroborate their sources as they apply to their individual roles. Finally, students as they apply to their individual roles. Finally, students will determine the relevance of each document they will determine the relevance of each document they read and defend their conclusions.

- 1.2. The student will analyze the context and draw conclusions about choices and consequences.
- 2.2 The student will analyze the context and draw conclusions about the rights and responsibilities of people living in societies.
- 3.2. The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.

WHDC CURRICULUM — Module 4:

Decisions and Dilemmas: Students will research and analyze a problem and decide which conditions proposed solutions must meet. Student will utilize a decision making matrix to solve a school-based problem, historical problem, or problem of their choice. The matrix encourages in-depth analysis of proposed solutions by asking student to weigh the positive and negative consequences.

- 2.2 The student will analyze the context and draw conclusions about rights and responsibilities of individuals with contemporary issues.
- 1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
- 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.
- 5.3 The student will analyze the context and draw conclusions about dynamic relationships.

WHDC CURRICULUM — The White House Decision Center: Visit On-Site Experience:

Students assume the roles of Truman and his advisors to solve a major crisis. Using primary and secondary sources, students research and develop possible solutions to the crisis that they present in presidential advisory meetings. Through discussion and debate, students collaboratively sift through solutions, weighing the positive and negative consequences of each. Students then assume the role of a White House Press Correspondent and question selected advisors. Presidents confer with their advisors to craft their decision, which he/she then reveals in a second press conference. Students create and ask questions about the decision. In the last stage, student debrief their on-site experience sharing what they have learned about the roles of the president, government, and history.

- 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
- 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.
- 2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.
- 5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.



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