US II Unit 3

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **3-4 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester	Weeks
Progressivism to Treaty Of Versailles	1	9
1920s, The Great Depression, War Looms	2	9
WWII, Cold War, Post-War Boom	3	9
Civil Rights, Vietnam, Watergate, 1980s	4	9

Unit Overview

Students will examine the ways that militaristic dictators in Europe and Japan led the United States into a two front war, accompanied with an uneasy alliance with the Soviet Union to defeat Nazism, Fascism, and Japanese Militarism in World War II. Students will understand the origins of the Cold War between the United States and the Soviet Union, as well as the rise of American leadership in the post-war world.

Enduring Understandings

1. Students will understand the causes of World War II and its impact on all Americans, regardless of race, gender, religious creed, and economic status.

2. Students will understand the economic and social ramifications of the war on the domestic economy of the United States.

3. Students will understand the domestic and international significance of the Cold War in foriegn

policy, entertainment, science, academics, politics, and economics.

4. Students will understand the rise of suburban living, the Baby Boom, and the expansion of post secondary education throughout the United States.

5. Students will understand the rising Civil Rights Movement following World War II.

Essential Questions

1. How did the United States use its resources to win World War II?

2. Describe the wartime mobilization of various industries.

3. Consider the war effort's effect on the home front.

4. What international and domestic tensions resulted from the Cold War?

5. What economic, social, and political changes occurred in the postwar United States?

New Jersey Student Learning Standards (No CCS)

SOC.6.1.12.A.11.a	Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes during the 1920s and 1930s.
SOC.6.1.12.A.11.b	Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
SOC.6.1.12.A.11.c	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
SOC.6.1.12.A.11.d	Analyze the decision to use the atomic bomb and the consequences of doing so.
SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.B.11.a	Explain the role that geography played in the development of military strategies and weaponry in World War II.
SOC.6.1.12.B.12.a	Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.
SOC.6.1.12.C.11.a	Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.

SOC.6.1.12.C.11.b	Relate new wartime inventions to scientific and technological advancements in the civilian world.
SOC.6.1.12.C.13.b	Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
SOC.6.1.12.C.13.d	Relate American economic expansion after World War II to increased consumer demand.
SOC.6.1.12.D.11.a	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
SOC.6.1.12.D.11.b	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
SOC.6.1.12.D.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
SOC.6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
SOC.6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
SOC.6.1.12.CS11	The Great Depression and World War II: World War II: The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.
SOC.6.2.12.A.5.c	Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
SOC.6.2.12.B.4.b	Determine how geography impacted military strategies and major turning points during World War II.
SOC.6.2.12.B.4.d	Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.
SOC.6.2.12.C.5.a	Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.
SOC.6.2.12.D.4.d	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.

Amistad Integration

We will implement the following materials and texts to integrate the history and contributions of African-Americans:

1. Students will research and design a pamphlet that highlights the positive contributions of African Americans abroad (serving in the military) and domestically during World War II.

2. Students will research, read, and analyze newspaper accounts on the death of Emmett Till and national reaction to his murder. Students will examine this crime through various perspectives and

view images of his funeral.

3. Students will read excerpts of the *Brown v. Board of Education* decision and secondary sources describing its evolution and immediate impact on the state of education in the United States.

LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.7	The Great Depression and World War II (1929-1945)
SOC.6.1.12.A.11.c	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
SOC.6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
SOC.6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
SOC.6.1.12.D.13.b	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
SOC.6.1.12.CS13	Postwar United States: Civil Rights and Social Change: The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.

Holocaust/Genocide Education

We will implement the following materials and texts to integrate the history of prejudice, discrimination, and genocide to help students take personal responsibility to fight hatred and racism.

1. Students will read and examine a selection of primary source material on the voyage of the *S.S. St. Louis* (1939)

https://archives.jdc.org/topic-guides/the-story-of-the-s-s-st-louis/

Based on the documents the students will debate the policies of Cuba and the United States concerning the fate of the passengers on the *S.S. St. Louis*

2. Students will create a timeline based on their research of Anti-Semitic policies in Europe during

the 1920s and 1930s and the Holocaust in relation to the immigration policies, humanitarian concerns, and military objectives of the United States from 1930 to 1945. Students will present to the class two specific events from their timeline to the class.

3. Students will watch a selection of videos from documentaries to Hollywood portrayals on different aspects of the Holocaust. Based on the selections and teacher generated prompt, students will write an essay comparing and contrasting the textbook account with the videos.

SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
SOC.6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

Interdisciplinary Connections

In connection with the English department, students will practice and be assessed on argumentative writing, thesis-driven arguments, and will be able to incorporate evidence to support their claims.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.

Technology Standards

List specific standards that are relevant
No general statements

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.12.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
TECH.8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
TECH.8.2.12.B.CS4	The influence of technology on history.

21st Century Themes/Careers

Students will understand how Americans have been at the forefront of political, social, economic, cultural, and technological changes that have generational consequences that can be seen as both positive and negative on the envirnoment, people, and global communities.

Students will demonstarte 21st Century skills through the use of fact driven research, cooperative learning envirnoments, and independent interests to enhance their communicative and critical thinking abilites.

Students will achive these goals by studying the role of various political, economic, social, cultural and gender identities through the study of the World War II (domestic and abroad), Post-War Growth, Baby Boom, and the Civil Rights movement.

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly

	make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
HPE.2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

Financial Literacy Integration

The various financial challenges, topics , and ideas that the United States will presented while moving from a decade-long economic "depression" in 1941 to an energized historically "robust" economy by the end of the 1950's.

Discussion on the long debated question of whether war is "good for business" as many Americans believed in the 1930's.

Discussion on how the post -war era brought renewed opportunities for Americans to realize the "American Dream" and the active role that the government played (ie. GI Bill of Rights) in helping to promote and sustain this movement.

Discussion on how the United States converted to a peacetime economy while trying to upply jobs to returning veterans and meeting the demands of a civilian population that were unvailable during the war.

Discussion on the the historical economic boom that brought prosperity to millions of Americans and the chalenges that the recessionn of 1957-1958 brought to bear on a rising national debt.

Instructional Strategies & Learning Activities

Examples may include:

Primary Source Analysis

Journal Entries

Class Discussions (large and small group)

Supplemental Readings (secondary sources, book chapters, journals, map analysis)

Analyzing images and cartoons

Anticipation Guides

Human Timeline

Graffiti Boards

Four Corners

Two minute interview

Whip around

Film Clips - America: The Century Series, America the Story of US, anything by Ken Burns

Musical Analysis based on time period

Differentiated Instruction

Examples may include:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- LMS use
- Mock Trial
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Socratic Seminar
- Genius Hour

- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

*Add or remove any of these as you see fit.

Formative Assessments

- Nightly and or weekly out of class assignments(readings, notes/review, Canvas assignments) that follow the textbook sections and class material.
- Outside primary and secondary resources will be assigned for further understanding, mastery and enrichment pertaining to the World War II, The Cold War Period, and the Administrations of John F. Kennedy and Lyndon Johnson
- In class writing assignments and research assignments (maps, presentations, charts) developing the content in Unit III.
- Daily warm up activities.
- Big Picture activity
- Explain What Matters activity
- Three Questions activities
- Yes/No Charts
- Do's and Dont's activity

Summative Assessment

Each of the three chapters will be assessed in various ways. They will range from traditional to non traditional. Multiple choice/ T-F/Matching/Short and longer answers will be utilized in the traditional assessment(s). Chapters not tested traditionally will be assessed via a paper , essay or presentation on a particular historical event(World War II) or historical figure(s).

Benchmark Assessments

Monitoring writing progress by including at least one writing assignment per unit.

Alternate Assessments

Resources & Technology

Examples of Technology:

One on One Chromebooks

Promethean Boards

3-D Printer

IPADS

Desk Top Computers

Computer Carts

Projectors

Examples of Resources:

Stanford History Group

PBS

Avalon Project

Library of Congress

Independent Historical Socieities

Media Wise

Teaching with Primary Resources Library of Congress

Online Evidence Project through Spencer Foundation

Robert McCormick Foundation History and News Literacy

Sweden's Wallenberg Foundation, *Digital History in the Classroom and Beyond*

Bill and Melinda Gates Foundation, the *Historical Thinking for the 21st Century*

Investigating Historical Consciousness

Historical Sense-Making Project

American YAWP

American Historical Association

Teaching American History

BOE Approved Texts

Gerald A. Danzer

The Americans

Houghton Mifflin Harcourt Publishing Company

2012

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using question stems framed around Bloom's Taxonomy. Have students exchange cards and answer the question they have acquired.

- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

*Add to or remove any of these as you see fit.

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaires
- Google Translate

*Add to or remove any of these as you see fit.

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

*Add to or remove any of these as you see fit.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials

- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

*Add to or remove any of these as you see fit.

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

*Add to or remove any of these as you see fit.

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking