

## US II Unit 2

Unit: *Social Sciences and History*, Grade(s) *Grade 9 - Grade 12*

Postwar United States

Duration: 10 Weeks

### Unit

Essential Questions/Enduring Understandings

EQ1: How did the Cold War emerge after World War II?

EQ2: How did the Cold War change the nation at home?

EQ3: How detrimental was McCarthyism to democracy in the US?

EQ4: How does prosperity change the way people live?

EQ5: What impact did the Kennedy administration have?

EQ6: What is the legacy of the Great Society?

EQ7: How did minorities and students want to change American society?

EQ8: How can a society as diverse as the United States ever fairly balance majority rule with minority rights?

EU1: Cold War tensions between US and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.

EU2: 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.

Students will be able to...

- Describe the programs the federal government enacted to help the American economy transition from wartime to peacetime production.
- Analyze the results of the Yalta Conference in 1945 and the Potsdam Conference.
- Interpret a map indicating the "iron curtain" in Europe.
- Explain how the United States attempted to contain communism through supporting West Germany, Iran, and Greece and by sending troops to South Korea.
- Identify Americans who experienced postwar abundance.
- Explain why many American home buyers moved to the suburbs.
- Analyze how new technologies changed American society in the 1950s.
- Evaluate why there was a huge increase in the American birthrate between the years 1945-1961.
- Examine the groups affected by poverty and discrimination during the 1950s.
- Compare and contrast 1950s poverty to today's Americans affected by poverty.
- Analyze how John F Kennedy was able to defeat Richard M Nixon in the 1960 presidential election and the significance of the first televised presidential campaign.
- Assess how women, people with disabilities, and others gained a greater share of civil rights during the Kennedy administration.
- Interpret how the Kennedy administration used foreign aid to create better relationships with Latin American countries and lessen the appeal of left-wing movements.
- Discuss the results of the Cuban Missile Crisis and how Kennedy and Khrushchev reached an agreement to end it.
- Identify the actions that President Johnson took to put civil rights and antipoverty bills in place.
- Evaluate the effectiveness and longevity of Great Society programs.
- Explain the origins of the civil rights movement for legal and social equality in the 1950s.
- Analyze student involvement in various organization that demanded full civil rights.
- Identify the origins of the Civil Rights movement for greater equality among minority groups in the 1950s.
- Gather reasons for the economic inequality among African Americans.
- Describe how the Cold War policy of containment led the United States into Vietnam. Analyze the split in American sentiment towards Vietnam and the political upset.
- Explain the Vietnam War changed how Americans viewed the government and military.
- Identify the youth involved in the protest movements of the 1960s and how they worked to improve society.
- Analyze the transition of women's place in society in the 1960s and 1970s. Describe challenges of Latinos and how they worked to fight discrimination and to gain access to better education and jobs.

Evidence of Learning/ Assessment

- Unit 2 Competency 1 & Evaluation
  - 1950s Graphic Novel
- Unit 2 Competency 2 & Evaluation
  - Civil Rights Movement DBQ

#### Formative Assessments

- [Formative Assessments - Digital Choices](#)
- Quizzes
- Essays
- Oral Reports/Presentations
- Class Participation
- Cooperative Group Projects/Activities
- Research Papers/Reports
- Homework Assignments
- Role Playing/Simulations
- Portfolios
- Journals
- Debates/Mock Trial
- Timelines/Posters

#### Instructional Design/Learning Plan

- [Suggested Sequence for Learning](#)
- Suggested Learning Activities
  - Cite specific textual evidence to debate the effectiveness of the Marshall Plan in the rebuilding of European nations in the post-World War II period.
  - Read scenes from the Crucible as a way to analyze the impact of McCarthyism on individual civil liberties.
  - Create political cartoons to summarize the outcomes of the Korean War and Cuban Missile Crisis.
  - Evaluate authors' differing points of view of the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the public.
  - Conduct research and present how individuals and organizations used economic measures (i.e., Montgomery Bus Boycott, etc.) as weapons in the struggle for civil and human rights.
  - Integrate information from primary and secondary sources into a coherent understanding of the passive resistance and militant response philosophies of the Civil Rights movement.
  - Write an argument that analyzes the government's effectiveness in promoting civil liberties and equal opportunities after examining the Civil Rights Act & Voting Rights Act.
  - Write an argument that analyzes the effectiveness of New Jersey's government in eliminating segregation and discrimination after examining:
    - New Jersey Constitution of 1947
    - Hedgepeth and Williams v. Trenton Board of Education

Unit Materials

## US II Resources and Materials

Achieve 3000

InfoBase

DBQ Project

Flocabulary

## Standards Covered

**\*Social Studies NJSLs**

**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.6.1.12.8: Postwar United States (1945 to early 1970s)**

- SOC.6.1.12.A.12: Civics, Government, and Human Rights
  - SOC.6.1.12.A.12.a: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
  - SOC.6.1.12.A.12.b: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
  - SOC.6.1.12.A.12.c: Explain how the Arab-Israeli conflict influenced American foreign policy.
- SOC.6.1.12.A.13: Civics, Government, and Human Rights
  - SOC.6.1.12.A.13.a: Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., *Hedgepeth and Williams v. Trenton Board of Education*), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
  - 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.A.13.c: Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.
- SOC.6.1.12.B.12: Geography, People, and the Environment
  - 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.B.13: Geography, People, and the Environment
  - SOC.6.1.12.B.13.a: Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.
  - SOC.6.1.12.B.13.b: Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.
- SOC.6.1.12.C.12: Economics, Innovation, and Technology
  - SOC.6.1.12.C.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
  - SOC.6.1.12.C.12.b: Assess the impact of agricultural innovation on the world economy.

- SOC.6.1.12.C.12.c: Analyze how scientific advancements impacted the national and global economies and daily life.
- SOC.6.1.12.C.12.d: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- SOC.6.1.12.C.13: Economics, Innovation, and Technology
  - SOC.6.1.12.C.13.a: Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.
  - 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.c: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
  - SOC.6.1.12.C.13.d: Relate American economic expansion after World War II to increased consumer demand.
- SOC.6.1.12.CS12: Postwar United States: Cold War: Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.
- 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.
- SOC.6.1.12.D.12: History, Culture, and Perspectives
  - SOC.6.1.12.D.12.a: Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
  - SOC.6.1.12.D.12.b: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
  - SOC.6.1.12.D.12.c: Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
  - SOC.6.1.12.D.12.d: Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
  - SOC.6.1.12.D.12.e: Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.
- SOC.6.1.12.D.13: History, Culture, and Perspectives
  - 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.D.13.c: Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
  - SOC.6.1.12.D.13.d: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
  - SOC.6.1.12.D.13.e: Explain why the Peace Corps was created and how its role has evolved over time.
  - SOC.6.1.12.D.13.f: Relate the changing role of women in the labor force to changes in family structure.

## Materials

For a closer look at the materials list below, log onto <https://edconnectnj.schoolnet.com/5805>

### Resources:

1. Unit 2 Reflection US II

Additional Properties

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