

Unit 7 Origins of the Cold War and the Post War Boom

Content Area: **Social Studies**
Course(s): **U.S. History I, U.S. History II**
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Unit Overview

The post-World War II economy began a spectacular expansion that lasted from 1950 to 1970. The era was marked by an expansion in consumerism and conformity. Americans migrated to the Sunbelt and the suburbs leaving the northeastern cities with poorer populations. Families grew rapidly, as the "baby boom" created a population bulge that would last for decades. The two newsuperpowers, the United States and the Soviet Union, soon found themselves at odds over Eastern Europe, Germany, and the Middle East. The Communist Chinese won a civil war against the Nationalists. North Korea invaded South Korea, and the Americans and Chinese joined in fighting the seesaw war to a bloody stalemate. The Cold War and revelations of spying aroused deep fears of communist subversion at home that culminated in McCarthy's witch-hunting and the uncovering of actual spies. The uneasy relationship between the U.S. and the U.S.S.R. would last for 46 years.

Enduring Understandings

- American life in the post-WWII era was transformed economically, politically, socially, and geographically.
- As a result of World War 2, Americans experienced the period of economic growth in American History, a boom that enabled millions of Americans to enter the Middle Class
- Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.

Essential Questions

- How did American economic expansion after World War II relate to increased consumer demand ?
- What factors that led to the migration from American cities to suburbs in the 1950s and 1960s and how did this movement impact cities?
- To what extent did suburban living and television support conformity and stereotyping during this time period and how did new music, art, and literature act as catalysts for and emerging subculture?
- How did ideological differences and other factors contribute to the Cold War and to United States involvement in conflicts intended to contain communism?
- What efforts were made to eliminate communism within the United States and how did they impact individual civil liberties?

Standards/Indicators/Student Learning Objectives (SLOs)

Evaluate the effectiveness of the regional alliances (i.e., Warsaw Pact and NATO) in the rebuilding of Europe during this time period.

Compare and contrast how the pursuit of nuclear weapons by industrialized countries (e.g., U.S., Soviet Union) and developing countries (e.g., Pakistan, India) affected international relations.

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Gather relevant information from multiple sources to analyze how ideological differences between the United States and its allies, and the Soviet Union and its allies, contributed to the Cold War.

Integrate information from diverse sources, noting discrepancies among sources, to analyze the impact of McCarthyism on individual civil liberties.

Create a pictorial collage with written description entailing life and culture of the 1950s.

Describe how the U.S. made the transformation to a peacetime economy and analyze the economic boom that followed,

Examine the growth of the suburbs and the impact of the automobile.

Explain why consumer spending increased, how family life changed and the new forms of mass culture.

Summarize the major groups and subcultures that went against the norms of the 1950s.

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.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.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.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.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.b	Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.

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.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.

Lesson Titles

- A Society on the Move
- An Economic Boom
- Consumerism, Television and the 50s Family
- Dissent and Discontent (The Impact of Rock and Roll)
- Early Stages and Policy of the Cold War
- Economic Adjustment and Recovery
- Eisenhower's Foreign Policy
- McCarthyism
- Overview of Post War America
- Review Game
- The China and Korean Wars
- The Cold War at Home
- The Cold War Begins

21st Century Skills and Career Ready Practices

- Communication and Collaboration
- Media Literacy
- Information Literacy
- Global Awareness
- Civic Literacy
- Financial, Economic, Business and Entrepreneurial Literacy

PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.A.11	Explain the relationship between government programs and services and taxation.
PFL.9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

Inter-Disciplinary Connections

Sociology: Changes in American society and politics

English Language Arts

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.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
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.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
SOC.9-12.2.2.4	American values
SOC.9-12.2.4.3	Social movements
SOC.9-12.3.3.2	Primary and secondary groups
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.4.2	Group responses to inequality such as social movements

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- Conclude how unresolved issues from the end of World War II lead to the Cold War.
- Deduce the ways in which civil liberties are violated.
- Identify the origins of the Cold War and the American response to the growing threat of communism.

- Compare and contrast the ways in which the Soviet Union and the United States waged the Cold War.
- Argue the coexistence of social conformity and a free society.
- Describe how the U.S. made the transformation to a peacetime economy and analyze the economic boom that followed,
- Examine the growth of the suburbs and the impact of the automobile.
- Formulate reasons why consumer spending increased, how family life changed and the new forms of mass culture
- Thematic Thinking
- Deductive Analysis
- Linking Historical Events
- Abstract Writing
- Power Point Presentation
- Political Cartoon Analysis
- Guided Discussion
- Teacher Handouts
- Video Clips-View, analyze and appraise
- SWAG
- Delsea One

Modifications

ELL Modifications

- Use visuals such as videos to let students see what this historical era would have looked like
- Use graphic organizers to differentiate between presidential foreign and domestic policy
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge about the Pre War to give a point of reference on the Post War
- Establish a framework allowing ELL students to understand and assimilate new ideas and information when dealing with historical content about the economy
- SWAG
- Delsea One

IEP & 504 Modifications

- word banks, multiple choice, matching questions help when possible
- Preferential Seating
- Use visuals to show economic ideas, Truman/Eisenhower, effects of new legislation
- Use graphic organizer
- Tap prior knowledge of the Economy

- Be flexible with time frames and deadlines
- Repeat reword and clarify
- Provide academic (Tier III) vocabulary
- Repetition of key concepts through varied methods
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet/Kahoot
- SWAG
- Delsea One

G & T Modifications

- Graph/political cartoon/map analysis / interpretation/creation Allow students to explain or create a political cartoon about the Red Scare
- Analysis of current events to understand origins from historical periods. Students can relate economic conditions today to the past.
- Media literacy to evaluate credible sources by watching various historical documentaries dealing with the concept of the Post War Boom and Red Scare
- Argumentation and debate
- Student led/directed discussions
- Evaluation and creation of thesis statements
- Journal article analysis
- Graph/political cartoon/map analysis / interpretation/creation
- Analysis of current events to understand origins from historical periods.
- Media literacy to evaluate credible sources
- Thematic learning
- SWAG
- Delsea One

At Risk Modifications

- Meetings or tutoring during Delsea One
- SWAG
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement

- Contact administration
- Allow extra time for completion of homework dependent upon circumstances

Benchmark Assessment

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Formative Assessment

Warm Up

- Current Event Connection Activity : Connect Communist and Economic Issues today
- Overview of the Week
- Reading Prompt ; Preparing for Attack and An Economic Boom (Why it Matters/Textbook)
- Review Previous Info and Bridge to Lesson
- Writing Prompt - Critical Thinking analysis Question on The Experience of the Cold War

Anticipatory Set

- Witnessing History - "The Threat of War "
- Political Cartoon Analysis- "The Red Smear"
- McCarthy Quote
- Witnessing History "The GI Bill of Rights"
- Levittown Advertisement
- Primary School Source "How to be a Good Housewife"
- 50s Political Cartoon Analysis
- Political Cartoon Analysis (Iron Curtain)

- Witnessing History "A New Enemy"

Closure

- Idea Spinner
- Whip Around
- Concept Map
- Exit Ticket
- Index Card and Summary
- Oral Questions and Review

Summative Assessment

- 50s Slide Presentation of Topic relating to the 1950s
- Oral Presentation of Slide Show
- 1950s Pictorial Collage and Summary
- Quiz on 50s Culture
- Quiz on Causes of the Cold War
- Unit Test on Cold War
- MP3 Assessment
- Notebook Check
- Essay on Affects of the Cold War at Home

Resources & Materials

- US History Text (Prentice Hall) Chapter 25 The Cold War and Chapter 26 The Post War Boom
- Outline Notes, Collected Images and Political Cartoons
- Century Series : The Best Years/1946-1952 and Happy Daze/1953-1960
- Youtube
- How to be A Good Housewife (Excerpt from a 1950s Home Economics Textbook)
- Venona Project Archives

Gilder-Lehrman:

- Different Perspectives on the Civil Rights Movement
- 1945 to the Present
- The Fifties
- Postwar Politics and the Cold War
- Hollywood Ten

- Anti-Communism in the 1950s

Technology

- Century Series: The Best Years: <https://www.youtube.com/watch?v=4VdXTw4q6y8>
- Century Series: Happy Daze: <https://www.youtube.com/watch?v=I6dsc5p5-3A&t=1776s>
- Leave it To Beaver Clip: <https://www.youtube.com/watch?v=oay9VxFVFmE>
- Venona- National Security Archive: <http://nsarchive.gwu.edu/NSAEBB/NSAEBB278/01.PDF>
- Smartboard to project outline notes, political cartoons, images and maps
- Kahoot
- Google Classroom and Chromebooks

Gilder-Lehrman:

- Different Perspectives on the Civil Rights Movement: <https://www.gilderlehrman.org/history-by-era/civil-rights-movement/essays/different-perspectives-civil-rights-movement>
- 1945 to the Present: <https://www.gilderlehrman.org/history-by-era/essays/1945-present>
- The Fifties: <https://www.gilderlehrman.org/history-by-era/fifties/essays/fifties>
- Postwar Politics and the Cold War: <https://www.gilderlehrman.org/history-by-era/postwar-politics-and-origins-cold-war/essays/postwar-politics-and-cold-war>
- Hollywood Ten: <https://www.gilderlehrman.org/history-by-era/postwar-politics-and-origins-cold-war/timeline-terms/hollywood-ten>
- Anti-Communism in the 1950s: <https://www.gilderlehrman.org/history-by-era/fifties/essays/anti-communism-1950s>

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.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.