

Unit #4: Political Developments in the Americas After World War II

Content Area: **Social Studies**
Course(s): **IB History of the Americas**
Time Period: **Second Marking period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

This section focuses on domestic concerns and political developments after 1945. The majority of states in the Americas experienced social, economic and political changes and challenges. Political responses to these forces varied from country to country: from the continuation of democracy to multi-class “populist” alliances to outright conflict, revolution and the establishment of authoritarian regimes in the 1960s and 1970s. Areas of study include: conditions for the rise to power of new leaders; economic and social policies; treatment of minorities. Note: Vargas and Cárdenas came to power before 1945 but their rule and influence in their respective states continued after 1945.

STAGE 1- DESIRED RESULTS

2016 New Jersey Student Learning Standards- Social Studies

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.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.14.d	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
SOC.6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
SOC.6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

SOC.6.2.12.C.3.e

Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

SOC.6.2.12.D.5.a

Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

Essential Questions

Enduring Understanding

- There were serious domestic concerns and political developments after 1945 in countries of the region.
- The majority of states in the Americas experienced social, economic and political changes and challenges following the Second World War.
- Political responses to these forces varied from country to country

Students will know...

I. Key Ideas and Concepts

II. Possible Misunderstandings

III. Identify key terms and specific information that students will know at the end of the unit.

Students will be able to...

- Examine domestic social, political, and economic developments during the Truman and Eisenhower administrations.
- Understand the US domestic policies of the Truman and Eisenhower administration.
- Examine domestic social, political, and economic developments during the Kennedy and Johnson administrations.

- Understand the US domestic policies of the Kennedy and Johnson administration.
- Examine domestic social, political, and economic developments under the Nixon, Ford and Carter administrations.
- Understand the US domestic policies of the Nixon, Ford and Carter administrations.
- Understand Canada's changing society and economy during the period 1945-1995
- Understand the rising sense of empowerment and identity among the Quebecois and the Quebec separatist movement.
- Examine the political developments in Canada under Laurent, Diefenbaker, Pearson, Trudeau.
- Understand Brazil from 1954-1964 and Brazil under military rule from 1964-1984.
- Understand Brazil under democracy from 1984 to 1995.
- Understand how Juan Peron gained power in 1943, his populist initiatives (1946-1949), and why Peron's reign ended in 1955.
- Understand Argentine politics and society from 1955- 1995 and the continuing impact of Peron on Argentine politics.
- Understand Argentina under military rule, the campaign of terror against political dissenters (the Dirty War), and the Falkland Islands War and its impact on Argentina.
- Understand the reasons why Castro was able to seize power in Cuba in 1959, Cuba under Castro, and Cuban-United States relations since 1959.

STAGE 2- EVIDENCE OF LEARNING

Formative Assessment During Lesson

- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals

- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

Authentic Assessments

Benchmark Assessments

STAGE 3- LEARNING PLAN

Instructional Map

- Outline an instructional plan from introducing to assessing the unit.

Modifications/Differentiation of Instruction

Modification Strategies

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

Differentiation Strategies

High Preparation Differentiation

- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe

- Tiered Activities / Assignments
- Varying Graphic Organizers

Low Preparation Differentiation

- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

Horizontal Integration- Interdisciplinary Connections

Language Art: Literature, Poetry from the time period

Fine and Performing Arts: Art, Plays, Movies from the time period

Science & Technology: Scientific or Technological advances made during the time period

Math: Analysis and manipulation of statistics or other numeric information

Vertical Integration- Discipline Mapping

The United States History I course is typically offered during the Sophomore year of High School. Students will have been exposed to courses of study in United States Geography (Grade 4), World Geography (Grade 5), United States History- Settlement through Constitutional Ratification (Grade 6), United States History- Early Republic through Reconstruction (Grade 7), World History 8 (Beginning of Human Society through Expanding Exchanges and Encounters), World History HS (The Emergence of the First Global Age through Contemporary Issues), United States History I HS (Revolution through Progressive Era), and United States History II HS (Imperialism through Contemporary Issues). The skills outlined in the Common Core State Standards have been developed and expanded upon so that students reaching the 9th and 10th grades can successfully address the demands required of them.

Additional Materials
