

Unit #5: The Cold War and the Americas

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

Unit Overview

This section focuses on the development and impact of the Cold War on the region. Most of the second half of the 20th century was dominated by the global conflict of the Cold War. Within the Americas, some countries were closely allied to the United States and some took sides reluctantly. Many remained neutral or sought to avoid involvement in Cold War struggles. A few, influenced by the Cuban Revolution, instituted socialist governments. No nation, however, escaped the pressures of the Cold War, which had a significant impact on the domestic and foreign policies of the countries of the region.

STAGE 1- DESIRED RESULTS

2016 New Jersey Student Learning Standards- Social Studies

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.6.2.12.A.5.a	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).
SOC.6.2.12.B.5.b	Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.

Essential Questions

- Can constant tension lead to solutions or only to more problems?
- Is the term “superpower” correct?
- What responsibilities come with being in the position of the most power?

Enduring Understanding

- Most of the second half of the 20th century was dominated by the global conflict of the Cold War.
- The Cold War had varying causes.
- There was responsibility for the Cold War on both sides.
- Within the Americas, some countries were closely allied to the United States and some took sides reluctantly. Many remained neutral or sought to avoid involvement in Cold War struggles.
- No nation of the region escaped the pressures of the Cold War.

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...

- Trace the origins of the Cold War and assess the regional effects of the Cold War
- Examine the reasons for Truman's decision to practice a policy of containment in regards to the Soviet Union.
- Evaluate the policy of containment.
- Analyze how the policy of containment applied to the US foreign policy within the Americas.
- Examine the conditions that allowed for McCarthy's rise in popularity within the United States and evaluate the impact of McCarthyism on domestic and foreign policy.
- Examine the Cold War's effects on U.S. society and culture.
- Examine the reasons for U.S. involvement in the Korean War and the U.S. military role in the Korean War.

- Examine the Diplomatic and political outcomes of the Korean War
- Examine Eisenhower's New Look policy.
- Evaluate how New Look was applied to the region.
- Examine the policies of Brinkmanship and Massive Retaliation on the Americas.
- Examine the reasons for and trace the stages and levels of US involvement in Vietnam
- Examine the reasons for the escalation of US involvement in Vietnam, the effects of the Vietnam War on the US society and the influence and nature of opposition to the Vietnam War.
- Examine the Cold War policies of Pres. Kennedy, Johnson, Nixon, Carter and Reagan.
- Examine the impact of the Cold War on Canada and Latin America.

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 successful address the demands required of them.

Additional Materials
