Unit 4: The United States in the Cold War

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 2**
Length: **January - February**
Status: **Published**

Unit Overview

After a grueling two-front World War, America came out of the Second World War as a superpower. With the Great Depression behind them, Americans turned towards the 1950's as a time of prosperity. Though Americans did revel in new fads, technologies, and culture, they also had to deal with the threat of a nuclear WWIII. The Soviet Union had also come out of the War as a superpower, and it was determined to spread the idea of Communism around the globe. While the United States did not want to fight the USSR out front, it did want to counter-act Communism with its own Democracy. What ensued was a Cold War that spread to all reaches of the globe and into all facets of everyday life. By looking at the tensions of the War, the United Nations, 1950's life, and the Korean and Cold War, students will be able to describe and evaluate the years after WWII as being some of the most frightening and endearing.

During this unit, the historical content will be infused with information relevant to building students' understanding of civics. This unit will specifically feature an examination of citizen's rights and the Bill of Rights as it is put into sharp relief by the study of Communism and the impact the Cold War had upon the psyche of America.

Standards

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.WHST.6-8.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing

	as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
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.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.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.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.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.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 counties affected international relations.

Essential Questions

- How does the popular culture directly impact living conditions?
- How did the Cold War change the political landscape of the globe?
- What is the impact of nuclear weapons?

Application of Knowledge and Skills...

Students will know that...

- 1. Cold War Roots & Tensions: World War II results and differences in governments - How the end of World War II increased global tensions between the United States and the USSR and how these tensions were put on the people of these countries through governmental laws.
- 2. The United Nations: Keeping the Peace - The history of the United Nations and purpose of its creation. Why is it important to keep peace around the globe and how does the United Nations combat issues of the 21st century.
- 3. Presidents of the Cold War: Truman, Eisenhower, Kennedy and Johnson; Presidential Backgrounds, Biographies, and Policies - How these presidents worked towards a nuclear war and the differences of their policies on the American public.
- 4. 1950's Mass Popular Culture: Music, Movies, and Fads!: How the American public distracted themselves from the impending Cold War and why these inventions, creations, and individuals became a part of everyday American life.
- 5. The Korean War: The Forgotten War -The purpose of the war and how it played into the larger context of the Cold War.
- 6. Space and Arms Race: The movement towards a third World War and how the Space and Arms race categorized the tendencies to try to become the best and strongest nation in the world through the creation of weapons and the race to get to the moon first.
- 7. Geography Bee and the importance of cultural geography, recognition, and recitation of geographical places in terms of cities, regions, countries, and physical features, as well as historical geography.

Students will be able to...

- A. Define causes of the Cold War and how these differences lead to global conflicts.
- B. Identify key people, such as Stalin and US presidents, and use vocabulary from the time period to understand the larger context of the Cold War Era.
- C. Compare and contrast the objectives of the United Nations and research their policies and history.
- D. Evaluate the Korean War and its mark on history.
- E. Rate 1950's Presidents and their policies to understand how they dealt with Cold War issues.
- F. Locate and identify countries on the globe, both historically and geographically.
- G. Construct a research paper based on an issue facing the world and the policies of the United Nations and United States in dealing with the issue.

Assessments

- Cold War Test Formative: Written Test Test on the Cold War Roots, Korean War, Red Scare, and the 1950's lifestyle and pop culture. 6.1.12.A.12.a 6.1.12.A.12.b 6.1.12.B.13.a 6.1.12.C.12.a 6.1.12.C.12.b 6.1.12.C.12.c 6.1.12.C.12.d 6.1.12.D.12.a 6.1.12.D.12.b 6.1.12.D.12.c RH.6-8.10

- United Nations Web Quest and Research Paper Summative: Written Report Students will delve into the history of the United Nations through a Web Quest and then will take that information to construct a research paper about an issue in which they are interested. They will write their papers based on the UN's history, policies about the selected issue, and ideas of how to combat that issue on a personal level. 6.1.12.B.12.a 6.1.12.D.11.e RH.6-8.1 RH.6-8.2 RH.6-8.10 WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.4 WHST.6-8.5 WHST.6-8.6 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9

Activities

- Cold War Tensions Reading and Questions: Using the America: History of our Nation textbook, use the Ch. 25, Section 1 for scaffolding questions.
- Cold War Presidents Packet: Harry S. Truman Biography and Crossword Worksheet, Truman and Eisenhower Role Play Questions/American History Textbook Reading.
- United Nations Web Quest & Historical Research Paper: Students will use the computers to complete an online web quest via the United Nations web page. They will use that information to complete a comprehensive paper on the UN's History, issues, and current policies regarding a specific issue.
- 1950's Fads Questions & Cutouts: Students will compare and contrast pop culture in the 1950's to today's pop culture scene and will determine how it has become influential using research questions and 1950's Worksheets on pop culture.
- 1950's Rock and Roll Music Critique: Using a various artists of the time, students will listen to the birth of Rock and Roll and build on their critique skills of music and history.
- Korean War Stations/Questions/Journal Responses: In small groups, students go around to different stations focused on the Korean War and its outcome. They then will complete a journal entry based on the viewpoint of a soldier during that war.
- Spot the Communist game! and "Good Night, and Good Luck Movie" Questions - A simulation game in which the students pick cards (two people are communists, two are detectives, others are citizens) to see what a Red Scare inquisition was all about. Use in conjunction with the movie, "Good Night, and Good Luck."
- Re-imaged NASA Symbol: Students will research and create a new NASA symbol based on the use of persuasion. They will then present their new symbols in front of the class.
- Cold War Study Guide
- Cold War Jeopardy Review Questions
- Cold War Test
- Use Maps101 resources to map the American response to the threat of communism after WWII (see specified link)
  http://www.maps101.com/index.php?option=com_flexicontent&view=items&id=3338%3Athe-united-states-in-the-cold-war-grades-9-12&cid=165%3A9-12&Itemid=11

Selected Reading Questions
1950's Society Movie Questions
UN Webquest
United Nations Paper
Korean War Stations
Korean War Station Questions
Red Scare Movie Questions
NASA Redesign
Cold War Test

http://www.maps101.com/index.php?option=com_flexicontent&view=items&id=3338%3Athe-united-states-in-the-cold-war-grades-9-12&cid=165%3A9-12&Itemid=11

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Give students with organizational issues completed Study Guides and modified Cold War test.
- For United Nations paper, shortened the paper to one page or lengthen paper to five papers for appropriate learners.
- For all students, provide ongoing conferencing about their United Nations paper, to provide assistance to struggling students, and further challenge the advanced students.

Content specific modifications for ELL's may include:

- Tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: satellite, airlift, Iron Curtain, GI Bill, stalemate, demilitarized zone, communism, arms race, stockpile, space race

Content specific modifications to extend learning for gifted students may include:

- To enrich learning, have students prepare an interview with someone who grew up or went to school in the 1950's. Write five to seven questions about pop culture and the Cold War.

Modified Cold War Test
Modified United Nations Paper Report

Integrated/Cross-Disciplinary Instruction

- Music Connection to History of Rock and Roll and Artists, including Elvis Presley, Chuch Berry, Little Richard and others.
- Science Connection to NASA and this solar system. Discuss solar system and interplanetary travel.
- Technology connection for United Nations web quest and research.

Resources

- America: History of our Nation: Chapter 25 (Prentice Hall)
- America: History of our Nation Note Taking Workbook
- Teacher-created handouts, worksheets, and daily homework assessments
- "Good Night, and Good Luck" DVD Movie

- "Back to the Future" DVD Movie
- 1950's Rock and Roll Stars CD
- America: History of the 20th Century Reproducible Book
- http://www.maps101.com/

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
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.CRP5.1	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.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an 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.