

# Unit 2 1946-1959 Post WWII America

Content Area: **Social Studies**  
Course(s): **US History 2**  
Time Period: **October**  
Length: **4 weeks Grade 11**  
Status: **Published**

## **Title Section**

---

## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Unit 2: 1946-1959 Post WWII America**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Social Studies Teacher, Joseph Fischer

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. Joseph Lepo, Director of Secondary Education

Board Approved:

## **Unit Overview**

---

Unit 2 explores how the end of WWII and Americas emergence as a Super Power brought new challenges for Americans, as well as new ways of lifes. This unit explores the rise of consumerism and the "new American dream". How the GI Bill fostered a new type of suburban living. The unit also explains the beginnings of the modern fight for Civil Rights for all Americans, as well as the foundations of the Cold War and the proxy wars that followed (ie; Korea and Vietnam). The unit explores the origins of the second red scare and the effect the intense fear of communists had on All Americans, especially members of the LGBTQ community.

## **Enduring Understanding**

---

The beliefs and ideals of a society influence the social, political, and economic decisions of that society.

When there is conflict between or within societies, change is the result.

The culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

Distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.

The actions of individuals, groups, and/or institutions affect society through intended and unintended

consequences.

Location affects a society's economy, culture, and development.

The movement or migration of people and ideas affects all societies involved.

Production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

## **Essential Questions**

---

How did the conflict between the United States and the Soviet Union begin and affect other countries?

How did the reaction to fears about communism affect the lives of Americans?

How did atomic technology change the world?

Was the Cold War inevitable?

Was containment an effective policy to thwart communist expansion?

Should the United States have feared internal communist subversion in the 1950s?

Were the 1950s a time of great peace, progress, and prosperity for Americans?

Did the Civil Rights Movement of the 1950s expand democracy for all Americans?

Should the United States have fought "limited wars" to contain communism?

## **Exit Skills**

---

1. Establish historical significance
2. Use and analyze primary source evidence
3. Identify continuity and change throughout history
4. Analyze cause and consequence
5. Take historical perspectives, and historical interpretations.

## **New Jersey Student Learning Standards (NJSL-S)**

---

SOC.6.2.12.HistoryCC.4.b	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
SOC.6.2.12.HistoryCC.4.c	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.  Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
SOC.6.2.12.HistoryCC.4.d	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.

SOC.6.2.12.HistoryCC.4.e	Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.  Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
SOC.6.2.12.HistoryCC.4.h	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
SOC.6.2.5	The 20th Century Since 1945: Challenges for the Modern World  Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
SOC.6.2.12.HistoryCC.5.a	Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.

## Interdisciplinary Connections

---

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

## Learning Objectives

---

Analyze the causes and consequences of US participation (or not) in WWII and post war world preparations, including Bretton Woods, Atlantic Charter and Potsdam

- Assess the long term consequences of the Manhattan Project and its militarization of nuclear energy
- Investigate the social, political and economic consequences of US Cold War policy
- Assess the short and long term repercussions of the Truman Doctrine and the Marshall Plan.

Investigate the Cold War balance of power dynamic (NATO and Warsaw Pact).

- Consider the implications for the adherence to policies of containment, domino theory, arms race, first strike capability and mutually assured destruction (MAD).
- Evaluate the effectiveness of the Second Red Scare and McCarthyism as a chilling agent on American reform and culture. Assess the strategies and successes of the Civil Rights in the period, especially *Brown v Board of Education*.

- Analyze the status of the Women’s rights movement in the 1950s.
- Investigate the trends toward suburbanization in post war America.
- Evaluate the short term and long term consequences of the passage of the Interstate Highway Act and the triumph of the American car culture.
- Study the decisions of the Warren Court and its commitment to civil rights and civil liberties.
- Assess the presidency of Dwight Eisenhower. Consider the changing popular culture environment in the United States, especially the ascendancy of rock and roll.
- Examine the causes and consequences of population demographic shifts from the Industrial Northeast to the South and West.
- Analyze the implications of the creation of NASA and the US commitment to the space program.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



## **Suggested Activities & Best Practices**

---

Primary Source analysis

Argument development

Writing Exercises

Critical thinking Exercises

Close Reading

Group collaboration

Formal and Informal Assessments

## **Assessment Evidence - Checking for Understanding (CFU)**

---

Benchmarks (Benchmark)

Unit Tests (summative)

Quizzes (Summative)

PBL (alt)

DBQ's (formative)

Essay Writing (formative)

Socratic Seminar (alt)

Evaluation Rubrics (formative)

Self Assessments (formative)

Compare & Contrast (alt)

Exit Tickets (summative)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe

- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

---

HMH United States History Textbook

## **Ancillary Resources**

---

PBS Learning Media

Sheg Stanford

Icivics

Bill of Rights Institute

Facing History and Ourselves

## **Technology Infusion**

---

Google Suite, Chromebooks, Online Textbook

What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.



## Alignment to 21st Century Skills & Technology

---

WRK.9.2.12.CAP.12

Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.

WRK.9.2.12.CAP.13

Analyze how the economic, social, and political conditions of a time period can affect the labor market.

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

## 21st Century Skills/Interdisciplinary Themes

---

- 0x • Global Awareness
- 0x • Financial, Economic, Business and Entrepreneurial Literacy
- 0x • Civic Literacy
- 0x • Health Literacy
- 0x • Environmental Literacy
- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

---

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

---

## 1. Content

- Match vocabulary words to definitions.
- Read a passage of text and answer related questions.
- Think of a situation that happened to a character in the story and a different outcome.
- Differentiate fact from opinion in the story.
- Identify an author's position and provide evidence to support this viewpoint.
- Create a PowerPoint presentation summarizing the lesson.

## 2. Process

- Provide textbooks for visual and word learners.
- Allow auditory learners to listen to audio books.
- Give kinesthetic learners the opportunity to complete an interactive assignment online.

## 3. Product

- Read and write learners write a book report.
- Visual learners create a graphic organizer of the story.
- Auditory learners give an oral report.
- Kinesthetic learners build a diorama illustrating the story.

## 4. Learning environment

- Break some students into reading groups to discuss the assignment.
- Allow students to read individually if preferred.
- Create quiet spaces where there are no distractions.

### Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary

- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

#### **Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

#### **Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## **Special Education Learning (IEP's & 504's)**

---

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

---

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

---

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving

- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

---

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## **Sample Lesson**

---

Unit Name:

### **The House Un-American Activities Committee**

**njsls :**

Interdisciplinary Connection: ELA

Statement of Objective:

Anticipatory Set/Do Now: begin the lesson with a brief activity to introduce students to HUAC and its stated purpose. To do so they should read an excerpt from House Resolution 282, which Congress passed in May 1938

Learning Activity:

In this exercise small groups of students will take on the personae of some or all of the following prominent

individuals involved in HUAC's investigation of the entertainment industry:

1. Walt Disney
2. Eric Johnston
3. John Howard Lawson
4. Jack Warner
5. Ayn Rand
6. Ronald Reagan
7. Louis B. Mayer

Worksheets for each of these seven individuals are available

Next, in four to seven small groups, they will prepare brief (three- to five-minute) presentations for the class, identifying their particular individual and explaining his or her views on HUAC and communism in the entertainment industry.

- Groups #1 and 6: "[We Must Keep the Labor Unions Clean](#)": "Friendly" HUAC Witnesses Ronald Reagan and Walt Disney Blame Hollywood Labor Conflicts on Communist Infiltration
- Group #2: "[A Damaging Impression of Hollywood Has Spread](#)": Movie "Czar" Eric Johnston Testifies before HUAC
- Group #3: "[They Want to Muzzle Public Opinion](#)": John Howard Lawson's Warning to the American Public
- Groups #4, 5, and 7: "[The World Was at Stake](#)": Three "Friendly" HUAC Hollywood Witnesses Assess Pro-Soviet Wartime Films (Jack L. Warner, Louis B. Mayer, Miss Ayn Rand)

Student Assessment/CFU's: Final presentation and class discussion

To conclude this activity, hold an in-class debate on the following resolution: "HUAC was justified in investigating subversive influences in the entertainment industry." Questions that might be considered include:

- What sort of power do those in the entertainment industry have to shape public opinion?
- Given this power, is it appropriate for the government to investigate the political beliefs of people in that industry?
- Did the views of the Hollywood Ten make them a menace to American society?
- Are there any views so dangerous that the government is justified in silencing them?

Materials: chrome book, worksheest (virtual or paper)

21st Century Themes and Skills:

Differentiation: student group based on data, modified sources available

Integration of Technology: Laptop, sources digital access

