

Unit 3 1960-1975 The Cold War & The People's Movements

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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

United States History 2 Academic: Grade 11

Unit 3: The Cold War & The People's Movements 1960-1975

Belleville Board of Education

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Unit Overview

Unit 3 focuses on the Cold War as well as various proxy wars and events that the United States got involved on behalf of anti communism sentiments. The Unit will explore how foreign alliances impacted the United States in various ways. The unit will also discuss how WWII and the desegregation of the armed forces led to a strong push for civil rights for all Americans including but not limited to Women, African Americans, Asian Americans, Latino Americans, Americans with disabilities, as well as member of our LGBTQ communities. The Unit will discuss the motivations, tactics, and media portrayal of the movements as they were successful and revolutionary.

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

Can domestic protest affect the outcome of war?

Did the war in Vietnam bring a domestic revolution to the United States?

Did the "Great Society" programs fulfill their promises?

Is civil disobedience the most effective means of achieving racial equality?

Is violence or non-violence the most effective means to achieve social change?

Did the Civil Rights Movement of the 1960s effectively change the nation?

Do the ideas of the 1960s still have relevance today?

Has the women's movement for equality in the United States become a reality or remained a dream?

Did the Warren Supreme Court expand or undermine the concept of civil liberties?

Should affirmative action programs be used as a means to make up for past injustices?

Was the Watergate scandal a sign of strength or weakness in the United States system of government?

Should the president be able to wage war without congressional authorization?

Did participation in the Vietnam War signal the return to a foreign policy of isolation for the United States?

Did the policy of detente with communist nations effectively maintain world peace?

Is secrecy more important than the public's right to know in implementing foreign policy?

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.6.1	U.S. History: America in the World
SOC.6.1.12	Postwar United States: Cold War (1945 to early 1970s) Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
SOC.6.2	World History: Global Studies
SOC.6.2.5	The 20th Century Since 1945: Challenges for the Modern World Chronological sequencing serves as a tool for analyzing past and present events.
SOC.6.2.12.HistoryCC.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. There are multiple and complex causes and effects of historical events.
SOC.6.2.12.HistoryCC.5.f	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, Middle East).

Interdisciplinary Connections

LA.RH.9-10	Reading History and Social Studies
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.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LA.RST.9-10.1

Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

Learning Objectives

Analyze the New Frontier's contributions the ideals of optimism and creativity in the early 1960s.

- Assess American foreign policy in Latin America in the 1960s.
- Investigate JFK and LBJ Cold War foreign policy relative to: • Berlin • Cuba • Vietnam • Middle East • USSR-China dynamic • Korea

Assess the short term and long term consequences of the Kennedy Assassination

- Examine the changing goals and strategies of the Civil Rights movements through the mid-1970s.
- Consider the Protest Movements of the 1960s, such as: • College political protest (SDS) Women's rights • Gay Rights • Anti-War Movement • Counterculture •

Assess the impact of the baby boom • Evaluate the Great Society and its long-term consequences.

- Investigate the political resurrection of Richard Nixon and his exploitation of the "Silent Majority."

Analyze the consequences of the Republican "Southern Strategy" in national elections, 1968, 1972.

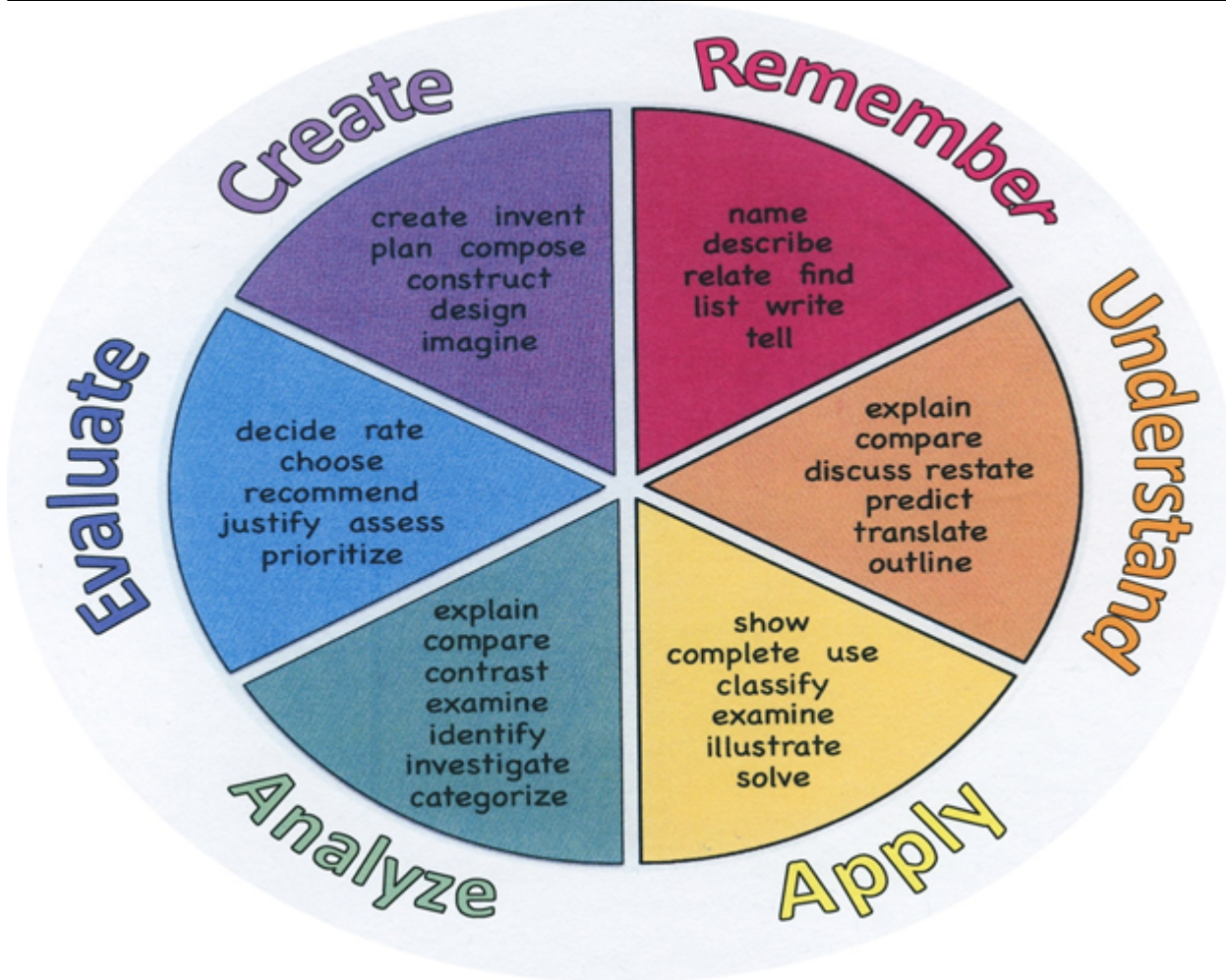
- Investigate the OPEC oil embargo and US reaction to same. • Discuss the birth of the alternative energy movement.
- Consider the ramifications of the end of US involvement in hostilities in Vietnam. • Assess the short term and long term implications of the Watergate crisis on the presidency, the American people and the Constitution. •

Scrutinize the process by which President Ford decided to grant a pardon to Richard Nixon

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

Remember	Understand	Apply	Analyze	Evaluate	Create
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 Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Divide Examine Graph Interpolate Manipulate Modify Operate Subtract			Revise Rewrite Transform
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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 Textbook

Ancillary Resources

Icivics

Bill of Rights Institute

Khan Academy

Albert.io

AP College Board

Technology Infusion

Google Suite and Chromebooks

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.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

21st Century Skills/Interdisciplinary Themes

Ref's	Description
0x	• Communication and Collaboration
0x	• Information Literacy
0x	• Media Literacy
0x	• ICT (Information, Communications and Technology) Literacy
0x	• Life and Career Skills
0x	• Creativity and Innovation
0x	• Critical thinking and Problem Solving
	• 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)

Ref's	Description
0x	• decreasing the amount of work presented or required
0x	• using videos, illustrations, pictures, and drawings to explain or clarify
0x	• teaching key aspects of a topic. Eliminate nonessential information
0x	• tutoring by peers
0x	• having peers take notes or providing a copy of the teacher's notes
0x	• providing study guides
0x	• allowing students to correct errors (looking for understanding)
0x	• using computer word processing spell check and grammar check features
0x	• reducing or omitting lengthy outside reading assignments
0x	• allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
0x	• modifying tests to reflect selected objectives
0x	• using true/false, matching, or fill in the blank tests in lieu of essay tests
0x	• reducing the number of answer choices on a multiple choice test
0x	• allowing the use of note cards or open-book during testing

- 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 Montgomery Bus Boycott

njsls :

Interdisciplinary Connection: ELA

Statement of Objective: Students will identify the factors that contributed to the success of the Montgomery Bus Boycott in promoting social change by engaging in collaborative problem-solving, decision-making, and consensus-building activities. ! Students will employ listening and note-taking strategies when reading about the Civil Rights Movement. ! Students will examine the role of ordinary people in challenging segregation and advancing democracy and will present findings clearly through a written report.

Anticipatory Set/Do Now: Define "catalyst" and define "spark"

Learning Activity:

Select students to read Handout 1 aloud to the class. Have them practice reading it dramatically. In order to represent the voice of the narrator and the different characters, there should be two to three students per reading. ! Make a chart for students to use to compare two of the catalyst candidates for the boycott.

! Create wall signs or table tents that list the committee names: Transportation, Negotiation, Media, Mass Meetings, and Education !

Other necessary materials include newsprint or construction paper, post-it notes, and index cards.

1. Ask students these two questions: Who is responsible for desegregating the buses in Montgomery, Alabama? How did the change in policy come about? List their responses in a place where everyone can see them. (Unless your students have been exposed to more than the traditional narrative, they will likely tell you that one day Rosa Parks refused to move, she was arrested, and then the buses were desegregated.)
2. Share with students the background information in worksheet 1
3. While distributing Handout 1, tell students that this handout presents two of the three scenarios and that

after they hear or read them, they will choose which scenario should be the “catalyst” or “spark” for a boycott.

4. Have the students who were selected to do the dramatic reading begin to read Handout 1 aloud as others listen and/or read along.

5. On a chart like the one on the next page, ask students to identify the reasons for and against choosing each of the two women (Rosa Parks and Claudette Colvin) as the catalyst for the boycott.

6. Explain that, as students probably know from history, Parks was selected as the catalyst candidate for the boycott.

Distribute Handout 2. Tell students that their work will begin at this point; they will now take on the roles of the lead organizers of the Montgomery Improvement Association. When you finish reading the handout, ask students to write responses to the questions on a separate piece of paper.

3. After students have had enough time to write brief responses, then they should move to groups to start organizing

8. Each group committee will come up with a plan (video, presentation, brochure etc) explaining their role in the boycott and key ways to motivate

Student Assessment/CFU's: product

Materials: worksheets, charts chrome book

21st Century Themes and Skills: research

Differentiation: groups / virtual and or paper resources

Integration of Technology: Laptop,