

Unit 3: 1960-1975 The People's Movement ad The Cold War

Content Area: **Social Studies**
Course(s): **Sample Course, US History 2H**
Time Period: **DecJan**
Length: **35 days**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

IN

United States History 2 Honors: Grade 11

Unit 3: 1960-1975 The People's Movement ad The Cold War

Belleville Board of Education

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Board Approved: September 23, 2019

Unit Overview

This Unit focuses on the rise of social movements in the United States of America as well as the intense pressure of the cold war and wars against communism such as the Vietnam War. This unit explores the continued push for civil rights for all americans. The Unit will discuss the motivations, tactics, and media portrayal of the movements as they were successful and revolutionary,as well as the emergence of the Anti War Movement. This unit also explores the role of the public in pushing for reform. especially young people. The Unit also explores the Watergate scandal and its effects on the presidency. In terms of the Cold War the unit will discuss major events and the eventual policy of detente. As an honors course, the unit will use various primary sources and rich text. To ensure the perspectives of all americans are included; the unit will draw in information regarding African Americans, Women, Asian Americans, Latino Americans, Native Americans, Americans with disabilities, and members of the LGBTQ community

Enduring Understanding

Technological Innovation and Education

Cold War Policy under Kennedy and Johnson

Domestic Issues and Social Effects under Kennedy and Johnson

Impact of Television Growth,

Influence, and Strategy of the Civil Rights Movement

Social and Political Turmoil in 1968 Cold War Policy under Nixon, Ford

Domestic Issues and Social Effects under Nixon, Ford,

Essential Questions

Why were not all Americans considered equal ?

➤ Who has the power to make change and how does that power impact societal views?

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? 126. 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? 128.
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? 130. Was the Watergate scandal a sign of strength or weakness in the United States system of government? Or: Should Nixon have resigned the presidency?

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)

	Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
SOC.6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade). Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
SOC.6.1.12.HistoryCC.13.a	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies. Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
SOC.6.1.12.HistoryCC.13.c	Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
SOC.6.1.12.HistoryCC.13.d	Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
SOC.6.2.12.HistoryCC.5.h	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.

Interdisciplinary Connections

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RST.11-12.1	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.
LA.RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

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

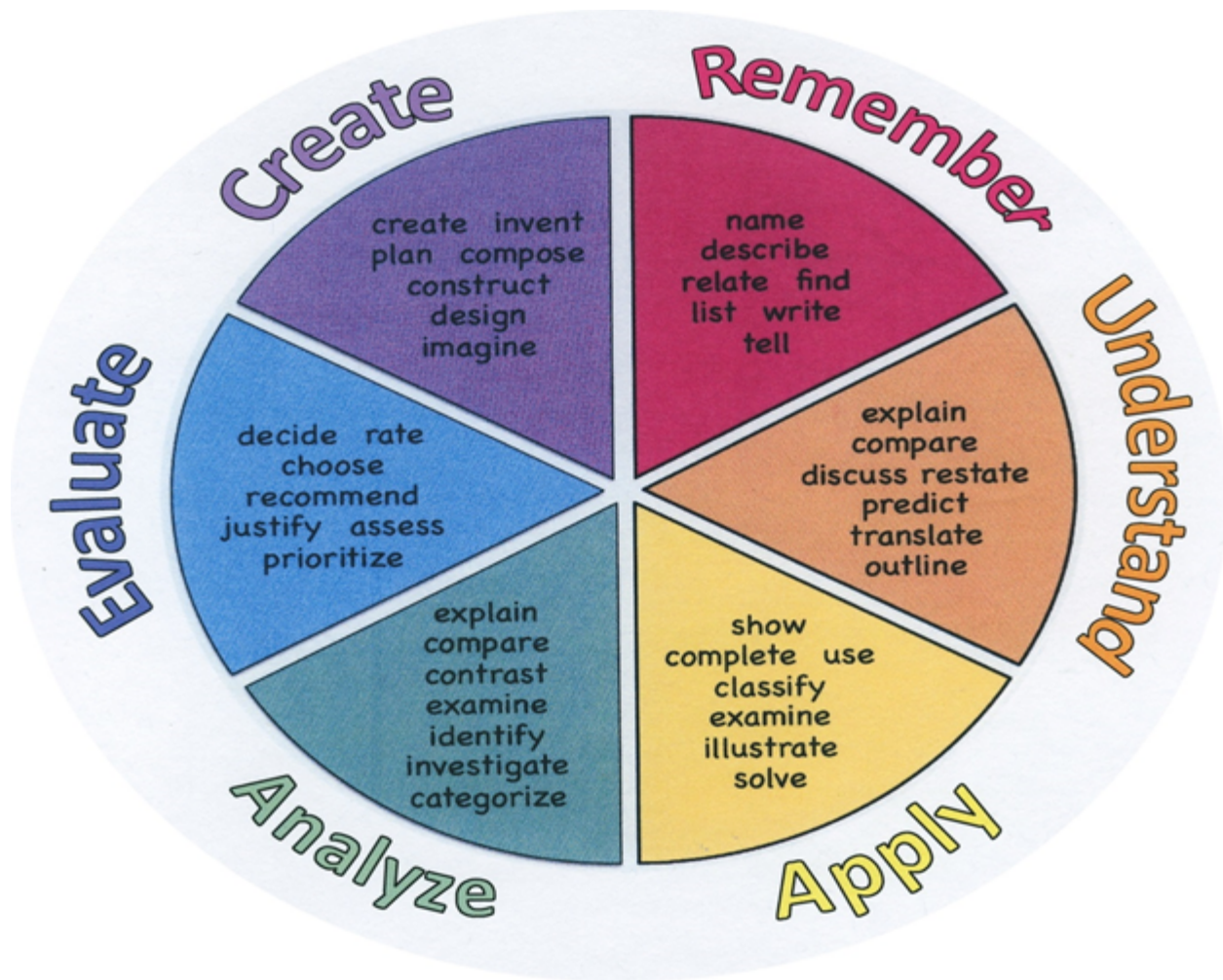
• Examine the changing goals and strategies of the Civil Rights movements through the mid-1970s.

• 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.”
- 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	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

Text: American History (2018) HMH Social Studies

Ancillary Resources

PBS Learning Media

SHEG Stanford

ICIVICS

Bill of Rights Institute

Facing History and Ourselves

Technology Infusion

- Google Classroom, Google Suite, Online Textbook

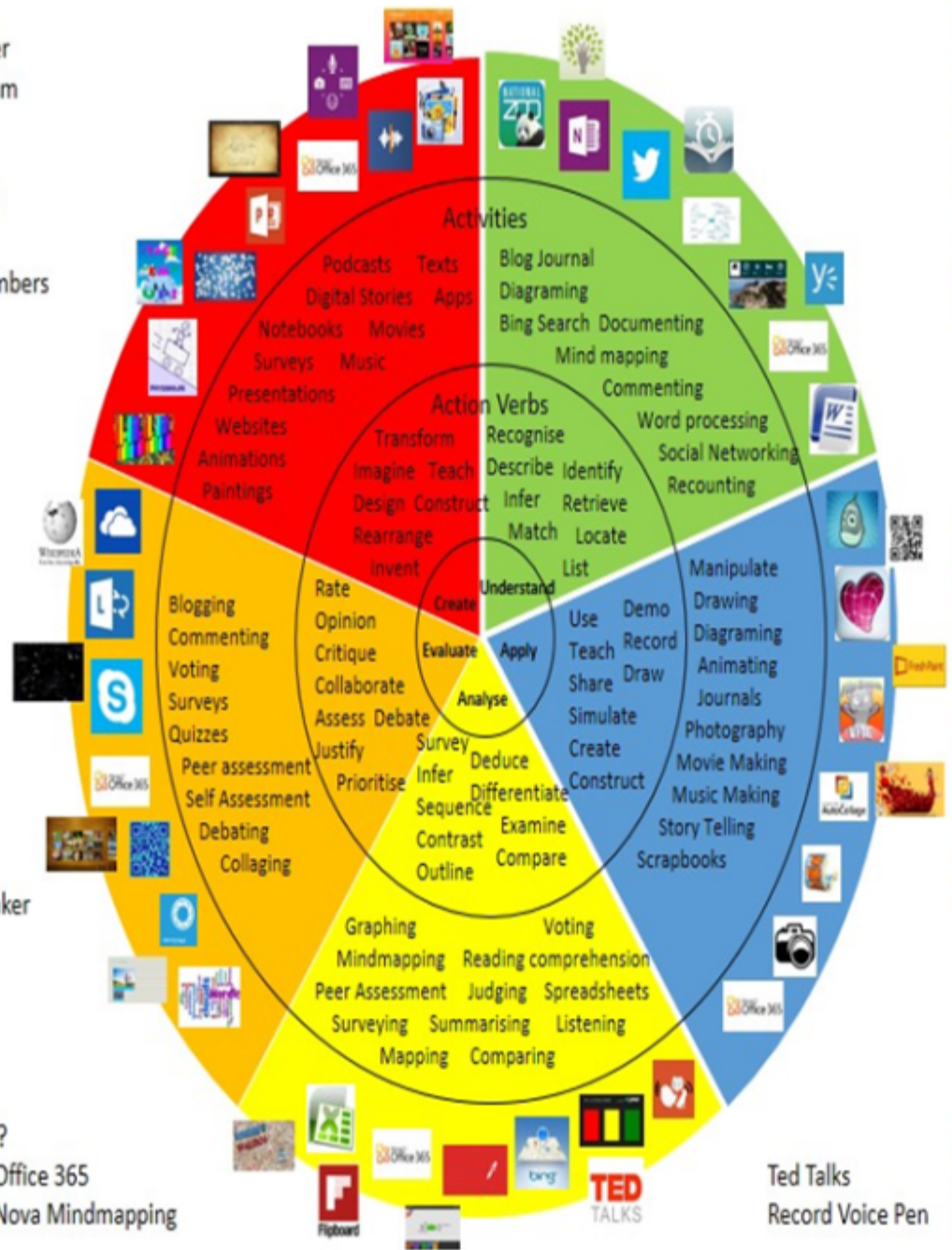
Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
 Photostory 3
 Kid Story Builder
 Music Maker Jam
 Paint A Story
 Office 365
 MS PowerPoint
 Stack 'Em Up
 NqSquared Numbers
 Physamajig
 Xylophone 8

Wikipedia
 Skydrive
 Lync
 SkyMap
 Skype
 Office 365
 Puzzle Touch
 Easy QR
 Memorylage
 Life Moments
 Word Cloud Maker

Where's Waldo?
 MS Excel
 Flipboard
 Office 365
 Nova Mindmapping

Ted Talks
 Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/1Padagogy-Wheel.001.jpg>
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century Skills/Interdisciplinary Themes

- 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

WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2). Advanced search techniques can be used with digital and media resources to locate

information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.

21st Century Skills

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

Differentiation

Small Group instruction, Highlighted text, student choice, PBLS, 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: PBL: The Need for a Civil Rights Movement

NJSLS: see tag

Interdisciplinary Connection:

Statement of Objective: SWDAT answer the question: Why did the U.S. need a civil rights movement in the 1950s and 1960s if America is founded on freedom and equality? through research and blended learning

Anticipatory Set/Do Now: organize research into 3 sections: Social, Judicial, Historical

Learning Activity: Research and collaborate to answer the project question and create a project (listed choices) to showcase your findings

Student Assessment/CFU's: benchmark checks throughout project; final project

Materials: laptop, art supplies

21st Century Themes and Skills: using data and technology to solve a problem

Differentiation/Modifications:

Integration of Technology: computers in use

