

Unit 2: 1946-1959 Post WWII America

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Belleville Public Schools

Curriculum Guide

United States History 2 Honors: Grade 11

Unit 2: 1946-1959 Post WWII America

Belleville Board of Education

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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. The Unit concludes with America on the emergence of the 1960s and the social change to follow. 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, Latin Americans, Immigrants Women, Japanese Americans, Americans with disabilities, and members of the LGBTQ community

Enduring Understanding

The origins of the Cold War will be traced. The two schools of Cold War scholarship, economic and political, will be compared and contrasted.

- The Truman Administration's Cold War diplomatic strategy will be examined. Containment, the Truman Doctrine and the Marshall Plan will be assessed for their successes and failures.
- Cold War crises in China, Korea, the Middle East, Berlin, Indo-China, Hungary and Czechoslovakia will be discussed for their impact on global stability and the USSR power dynamic.

- The Cold War's effect on American life will be assessed. Particular attention will be paid to the second Red Scare, HUAC, the Hollywood Blacklists and the rise and fall of Senator McCarthy.

The modern civil rights movement will be discussed.

Truman's integration of the military, Jackie Robinson's breaking of the MLB color barrier, *Brown v Board of Education*, the Montgomery Bus Boycott and the ascendancy of the Rev. Dr. Martin Luther King, Jr., will be some of the topics used to teach this topic.

- The rise of the suburbs will be traced. The impact of the GI Bill of Rights, William Levitt and the Interstate Highway system on the popularization of suburban living will be discussed.

- The conforming effects of television, "top 40" radio, mass production of automobiles, the introduction of the shopping mall and the rise of fast food retail franchising will be examined.

- Changes in American lifestyles as technological innovations become popular and affordable will be catalogued

- Social criticism of the period and non-conforming individuals and groups (i.e. the Beats) will be assessed.
- Rachel Carson's *Silent Spring* and the beginnings of the modern environmental movement will be discussed

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?

How did the workplace change in America in the 1950's?

How did suburbs act as a force against cultural diversity?

How was social inequality change as a result of Brown vs. The Board of Education?

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.6.1.12.HistoryCC.11.b

Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.

To better understand the historical perspective, one must consider historical context.

SOC.6.1.12.HistoryUP.11.a

Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

SOC.6.1.12.HistoryUP.11.b	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. 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.12.a	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.HistoryCC.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
SOC.6.1.12.HistoryCC.12.d	Explain how the development and proliferation of nuclear weapons affected international relations.
SOC.6.1.12.HistoryCC.12.e	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. Historical sources and evidence provide an understanding of different points of view about historical events.
SOC.6.1.12.HistorySE.12.b	Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.

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.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SCI.HS-ETS1-3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
SCI.HS.ETS1.B	Developing Possible Solutions

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.

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

Icivics

Bill of Rights Institute

Khan Academy

Bill of Rights Institute

Facing History and Ourselves

EdSITE Media

PBS Learning media

Sheg Stanford

Technology Infusion

Google Suite, Online Text

Alignment to 21st Century Skills & Technology

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

SCI.HS-ETS1-3

Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

WRK.K-12.P.3

Consider the environmental, social and economic impacts of decisions.

Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

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

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

Differentiation

Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading

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 Korean War - SHEG Stanford

njsls :linked

Interdisciplinary Connection: ELA

Statement of Objective: SWDAT Analyze various sources and media coverage pertaining to the Korean War

Do Now: Why might textbooks from different countries offer different versions of the same historical events? When textbooks offer conflicting accounts, how do you decide which textbook to believe?

Learning Activity: . Mini-lecture to establish context for the Korean War. Project map of Korean War while lecturing

Explain to students that they are going to read two textbook accounts of the Korean War, one from North Korea and the other from South Korea.

Pass out Textbook Excerpts A and B and Guiding Questions. 5. In pairs, students read textbook excerpts and answer questions.

6. Discussion: Students share out answers to questions: • According to each textbook, how did the Korean War start? • Which of these textbooks do you find more trustworthy? Why? • Where else would you look in order to figure out how the Korean War started? • Which textbook comes from North Korea? Which comes from South Korea?

7. If time remains, have students compare these accounts to the account of the start of the Korean War in their classroom textbooks.

Student Assessment/CFU's: Final discussion

Materials: Text, handouts, chrome books, highlighters

21st Century Themes and Skills: Linked

Differentiation: group work, modified text, extended time, virtual or paper copies

Integration of Technology: chromebooks