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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

United States History 2 Academic: Grade 11

Unit 4: The Cold War and Life in the 1950's

Belleville Board of Education

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Unit Overview

Unit 4 At home in America change is taking place: new technology is invented, people are constantly moving, and the fear of Communism creates anxiety among most Americans. The US and the USSR are engaged in saber rattling around the globe. Containment was important in American foreign policy. The Cold war will be explored. At the end of World War II, many once-powerful countries in Europe were devastated militarily and economically. In the wake of this destruction, the United States and the Soviet Union emerged as the world's two leading nations. They were superpowers with the might and influence to shape world events. However, the two former allies had very different ambitions for the future. These differences created a climate of icy tension that plunged the two countries into a bitter rivalry.

Political and Economic Differences

The U.S.-Soviet rivalry stemmed in large part from deep-rooted ideological differences. The two countries represented opposite ends of the political spectrum. In the American democratic system, the people voted to elect a president and a Congress from competing political parties. In the Soviet Union, the Communist Party had removed the czar by force. In his place, it had established a totalitarian government in which no opposing parties were allowed to exist. The Soviets were deeply resentful that the United States had not recognized their Communist government until 16 years after the revolution.

Enduring Understanding

1. From the beginning of the American republic, Americans have debated to what extent individual freedom should be limited when the safety of the nation is at stake.

2. The balance of power in American government changes over time.

3. Not all Americans have shared in the nation's more prosperous times.

4. New technology advances in the 1950s impacted American cultural life.

5. Americans are constantly moving, lending to the rise and fall of populations in cities, states and regions.

6. Fear of Communism moved people and the American government to great lengths during the 1950s.

7. The US and the USSR played a game of Global Chess around the globe in the 1950s.

8. Containment was and is an important American foreign policy.

9. Popular culture and art change in response to upheavals and wars.

10. The Cold War was a non shooting war of tension with the USSR over the spread of Communism.

Essential Questions

1. Is it right to give up individual liberties for the sake of protection?

2. How did Eisenhower and Truman differ in their approaches to Communism and the Cold War in general?

3. How was the 1950's American's second gilded age?

4. In what ways did technology, both militarily and domestically alter American life in the 1950s?

5. What are demographics? What can they tell you about American society?

6. Why was Joseph McCarthy frightening to many Americans?

7. What is the overall policy of the US towards Communism and Terrorism in their eras similar? Different?

8. Considering the Korean War, Suez crisis, Hungarian revolt, was Containment successful?

9. Why does art and music change so much after a time of massive upheaval such as war?

10. What does the term "Cold" imply about the relationship between the US and the USSR from 1945-1990?

Exit Skills

By the end of Unit 4.

1. Students should be able to apply domain-specific vocabulary in their verbal and written responses, essays and papers.

2. Students should be able to choose a side to a query and provide logical argument for their choice.

3. Students should be able to deductively use new information and logically apply this evidence to a related

problem.

4. Students should be able to inductively gather information and deduce a theory based on their findings.

Write an persuasive essay that answers this question:

Were the 1950s a time of prosperity for all Americans?

1. Your essay should include key people, events, and turning points of the 1950s.
2. Cite evidence to support your position.
3. Organize your essay into an introduction, body, and conclusion.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.12.8	Postwar United States (1945 to early 1970s)
SOC.6.1.12.A.12	Civics, Government, and Human Rights
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.CS12	Postwar United States: Cold War: Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.
SOC.6.2.12.5	The 20th Century Since 1945 (1945-Today)

SOC.6.2.12.A.5	Civics, Government, and Human Rights
SOC.6.2.12.A.5.a	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, conflicts in the Middle East).
SOC.6.2.12.B.5	Geography, People, and the Environment
SOC.6.2.12.B.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.

Interdisciplinary Connections

Witness for the Prosecution—High school students take on the role of investigative journalist and read the play Witness for the Prosecution by Agatha Christie. After each act of the play, students write news stories using facts from the play.
www.teachnet-lab.org/fklane/pmaslow/witness.htm

Ref's	Standard ID	Description
0x	LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
0x	LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
0x	LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
0x	LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
0x	LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
0x	LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
0x	LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience;

		integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
0x	MA.9-12.S-CP	Conditional Probability and the Rules of Probability
0x	MA.9-12.S-IC	Making Inferences and Justifying Conclusions
0x	MA.9-12.S-IC.B	Make inferences and justify conclusions from sample surveys, experiments, and observational studies
0x	MA.9-12.S-ID	Interpreting Categorical and Quantitative Data
0x	TECH.8.1.12	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
0x	TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
0x	TECH.8.1.12.B	Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
0x	TECH.8.1.12.E	Students apply digital tools to gather, evaluate, and use information.
0x	TECH.8.1.12.F	Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Learning Objectives

1. Explain how the Soviet Union came to dominate much of Eastern Europe.
2. Discuss provisions of the Truman Doctrine and the Marshall Plan.
3. Explain and give examples of the policy of containment.
4. Describe the causes and effects of the Korean War.
5. Discuss the rise of the Military Industrial Complex.
6. Understand how containment and massive retaliation helped to prolong the Cold War.
7. Describe the two major transportation programs of the Eisenhower Presidency.
8. Define McCarthyism
9. Analyze the changes in American society during the 1950s.
10. Explain why US was called the "Affluent Society."

11. Identify major scientific achievements of the fifties.

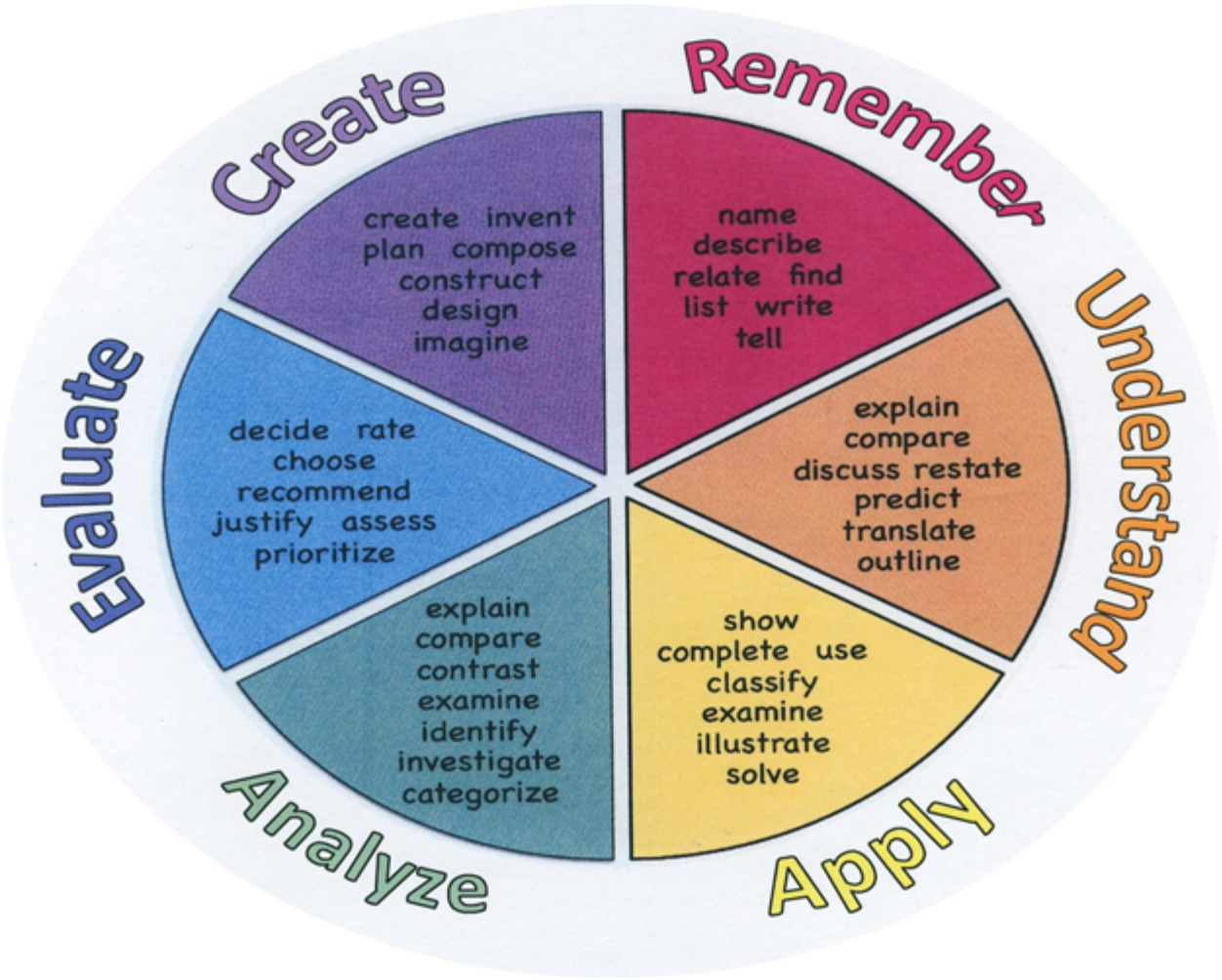
12. Discuss factors that led many Americans to move to the Sun Belt.

13. Analyze effects of the growth of the suburbs.

14. Evaluate the effectiveness of the United States' checks and balances system in contemporary contexts (e.g., the invocation of executive privilege and the creation/use of the War Powers Act).

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

What Do Best Practices Look Like? Classrooms that exemplify best practices are easy to detect as soon as you enter the room. • Project materials and books are numerous. • Students are engaged and focused on their work. • Teachers often use collaborative and/or authentic tasks that place students at the center of the learning process. • Seating arrangements are clustered, varied and functional with multiinstructional areas. • Classrooms are activity-based spaces as opposed to places to "sit and get" lectures. • Teachers are actively engaged with different groups and students are anxious to enlist visitors in their various tasks or assignments. • There is a joyful feeling of purposeful movement, industrious thinking and a vital and vibrant atmosphere and environment.

- Class discussion: Did anyone win the Cold War?
- Write a persuasive essay in response to the essential question. Your essay should include key people, decisions, circumstances, and actions of the period. Be sure to cite evidence to support your position and organize your essay into an introduction, body, and conclusion.
- Group debate, ask students who they think was more successful after the conclusion of The Cold War?

Have groups research opposing sides.

- Have students map out suburbs and understand why they grew.

Assessment Evidence - Checking for Understanding (CFU)

• Exit Tickets-formative assessment
• Admit Tickets
• Common benchmarks
• Evaluation rubrics
• Self- assessments
• Unit tests-summative assessment
• Quizzes

- Have students map out suburbs and understand why they grew. -benchmark assessment

* Written reports-alternate assessment

- 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

Website: The History channel, PBS, United streaming and Channel One News

http://www.gilderlehrman.org/history-by-era/1945-present/postwar-politics-and-cold-war/primary-sources

Ancillary Resources

https://www.mtholyoke.edu/acad/intrel/coldwar.ht

http://digitalarchive.wilsoncenter.org/collection/27/cold-war-origins

Technology Infusion

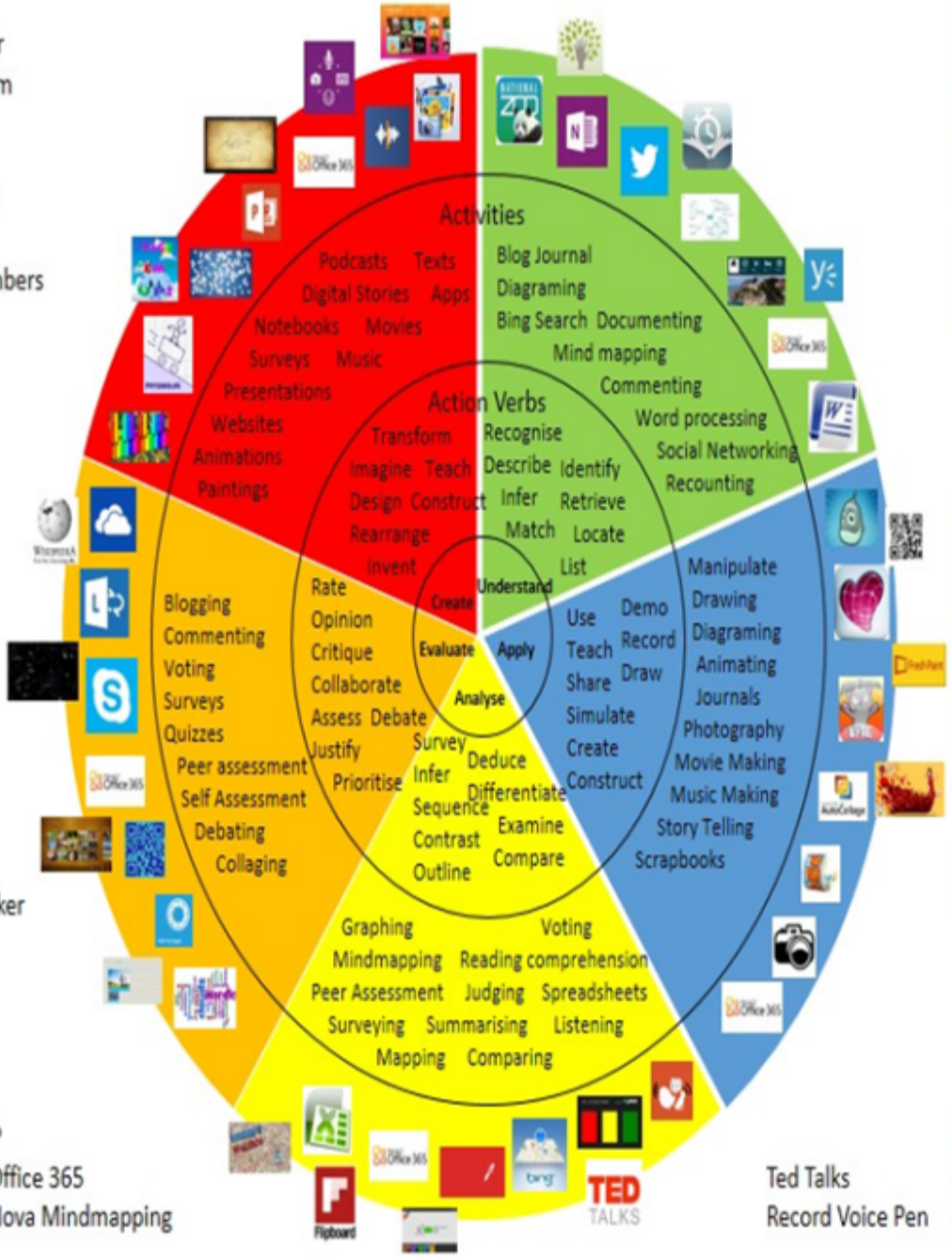
- Use of Google Chrome Books
- Google Classroom to communicate information to the students
- Various Online tools

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.

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 Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

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

Alignment to 21st Century Skills & Technology

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

21st Century Skills/Interdisciplinary Themes

Ref's	Description
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)

- 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 clarif
- 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 workpresented 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 workpresented 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

New Unit Name: The Cold war

NJSLS:linked

Interdisciplinary Connection:Linked

Statement of Objective: SWDAT Recognize and articulate how the Cold War affected the United States. Students will be able to articulate this objective.

Anticipatory Set/Do Now:Linked

Learning Activity: After a brief synopsis of the material in the objective, Students are working in heterogeneous groups that have been created to help the whole group succeed. A reading will be distributed. A reading and a chart will be distributed and a worksheet will be collected as an assessment.

Student Assessment/CFU's:Linked Well written assignment, while also being able to articulate their opinions during an assessment period.

Materials: Laptop, LCD, Text Maps, handouts,

21st Century Themes and Skills: Linked

Differentiation: Tiered grouping, these groups are put together during the first few weeks of school and will change during the school year to improve success.

Integration of Technology:none