Unit 5 Copied from: US History 2H, Copied on: 02/21/22

Content Area: **Social Studies**
Course(s): **Sample Course, US History 2H**
Time Period: **MarApr**
Length: **5 weeks, 11th grade**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

United States History 2 Honors: Grade 11

Unit 5: The Cold War

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. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

Unit Overview

In Unit 5 students will learn about the Cold War, a five-decade struggle for world influence between the United States and the Soviet Union. They will examine the origins of the Cold War, the Korean War, the Cuban Missile Crisis, the mounting tensions in the 1960s, and the end of the Cold War.

Enduring Understanding

1. The United States and the Soviet Union emerged from World War II as two "superpowers" with vastly different political and economic systems.

2. After World War II, China became a Communist nation and Korea was split into a Communist north and a democratic south.

3. During the late 1940s and early 1950s, fear of communism lead to reckless charges against innocent citizens.

4. During the 1950s the United States and the Soviet Union came to the brink of nuclear war.

5. The Kennedy administration faced some of the most dangerous Soviet confrontations in American history.

6. Changes in foreign policy beginning with the Nixon administration gradually lead to an easing of U.S.-Soviet tensions and an end to the Cold War.

Essential Questions

1. Did anyone win the Cold War? Explain.

2. Explain the difference between Capitalism and Communism.

3. What were the legal and philosophical differences between the Soviet Union and the United States?

4. What were the origins of the Cold War?

5. How did the United States under President Truman plan to stop Communism?

6. How was Communism challenged in Korea?

7. How did the American government attempt to rid itself and organizations of Communism?

8. How did President Eisenhower attempt to fight Communism?

9. How did Eisenhower slash military spending?

10. What role did the Central Intelligence Agency play in the fight against Communism under Eisenhower?

11. How did the U2 Spy Plane event negatively impact Soviet/American relations?

12. Why did President Kennedy challenge America to land a man on the moon?

Exit Skills

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.

5. Students should be able to gather information in meaningful clusters and apply their findings to specific problems.

Vocabulary

Bay of Pigs Invasion

Berlin Airlift

Containment

Cuban Missile Crisis

Domino Theory

Flexible Response

House Un-American Activities Committee (HUAC)

Marshall Plan

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
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.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

0xLA.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.
0xLA.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.
0xLA.RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of

	public advocacy (e.g., The Federalist, presidential addresses).
0xLA.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.
0xLA.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.
0xLA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
0xLA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
0xLA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
0xMA.9-12.S-CP	Conditional Probability and the Rules of Probability
0xMA.9-12.S-IC	Making Inferences and Justifying Conclusions
0xMA.9-12.S-IC.B	Make inferences and justify conclusions from sample surveys, experiments, and observational studies
0xMA.9-12.S-ID	Interpreting Categorical and Quantitative Data
0xMA.9-12.S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable
0xMA.9-12.S-MD	Using Probability to Make Decisions
0xTECH.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.
0xTECH.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.
0xTECH.8.1.12.E	Students apply digital tools to gather, evaluate, and use information.
0xTECH.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.
0xTECH.8.2.12.C	The design process is a systematic approach to solving problems.
0xTECH.8.2.12.E	Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

Learning Objectives

1. 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.

2. Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.

3. Explain how the Arab-Israeli conflict influenced American foreign policy.

4. Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.

5. Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.

6. Assess the impact of agricultural innovation on the world economy. 6.1.12.C.12.c Analyze how scientific advancements impacted the national and global economies and daily life.

7. Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

8. Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.

9. Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

10. Evaluate how the development of nuclear weapons by industrialized countries and developing counties affected international relations.

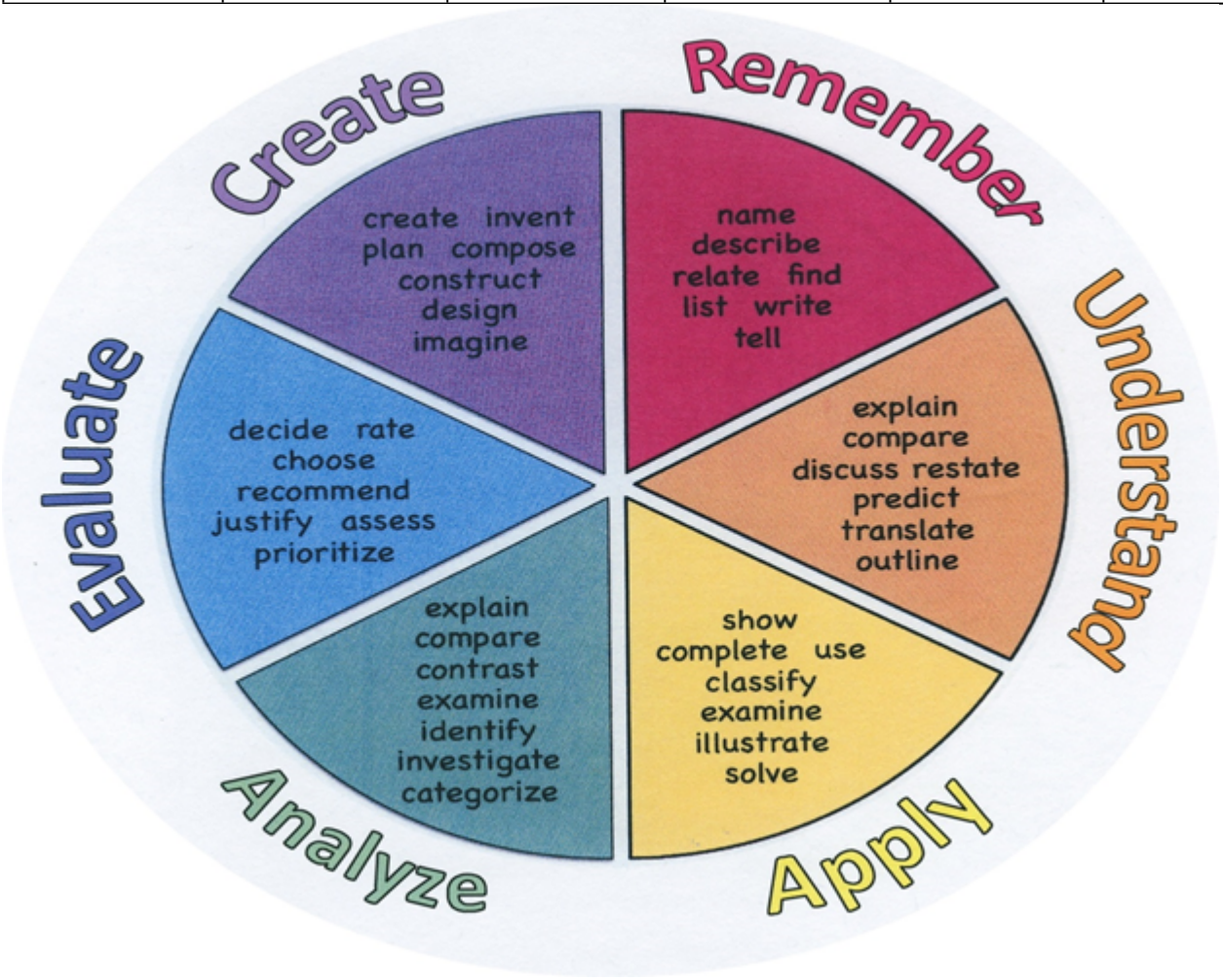
11. Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.

12. Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.

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 Recognize Repeat Reproduce	Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Outline Point out Separate		Prescribe Propose Reconstruct Revise Rewrite Transform



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.

1. Engage with History

Suppose your best friend has been accused of being a Communist. You have been called to serve as a character witness for him or her. Write a speech that you will present to the House Un-American Activities Committee (HUAC). In your speech, explain why you feel that your friend's constitutional rights are being violated.

2. Focus on Writing

In a brief essay, trace the development of U.S. foreign policy over the course of the Cold War. Note major changes in approaches taken to fighting communism by various presidents during the period, and explain how each president built upon or rejected the policies of his predecessors.

3. Multimedia Activity

In a small group, discuss American fears of nuclear holocaust during the Cold War. Consider factors that worried citizens, such as the stockpiling of nuclear weapons, civil defense strategies based on retaliation and mutually assured destruction, and the Soviet development of missiles and Sputnik. With your group, create a multimedia presentation that highlights American concerns and the decisions that caused them. In addition, identify strategies that Americans developed to deal with the possibility of nuclear war.

Assessment Evidence - Checking for Understanding (CFU)

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

Multimedia Activity: In a small group, discuss American fears of nuclear holocaust during the Cold War. Consider factors that worried citizens, such as the stockpiling of nuclear weapons, civil defense strategies based on retaliation and mutually assured destruction, and the Soviet development of missiles and Sputnik. With your group, create a multimedia presentation that highlights American concerns and the decisions that caused them. In addition, identify strategies that Americans developed to deal with the possibility of nuclear war-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, and Channel One News

http://www.prattlibrary.org/research/tools/index.aspx?id=83746

Ancillary Resources

History Channel Videos

"Superpower"

"The Firing of MacArthur"

"Fear of Communism at Home"

"The Arms Race"

"U-2 Spy Plane Shot Down"

"Pay of Pigs Declassified"

"Cuban Missile Crisis"

Document-Based Investigations

Graphic Organizers

Interactive Games

Causes and Effects of McCarthyism

Image with Hotspots: The Moon Landing

Technology Infusion

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.

- Google Classroom activities
- Google exit tix
- Use of Google Chrome Books
- Google Classroom to communicate information to the students

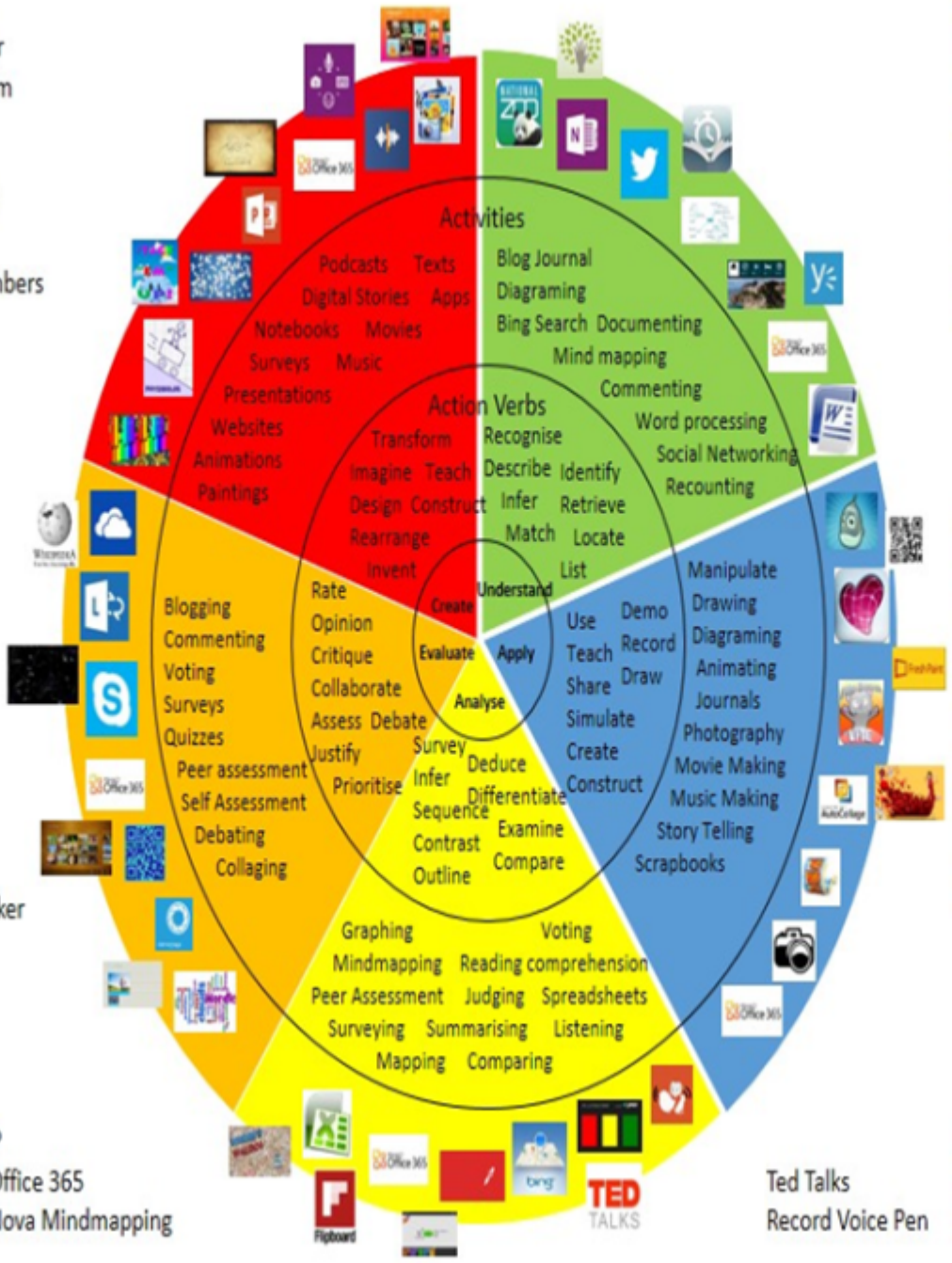
Win 8.1 Apps/Tools Pedagogy Wheel

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/iPadagogy-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 21stcentury.

Key subjects include:

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

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

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

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards http://www.state.nj.us/education/modelcurriculum/success/math/k2/

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
-

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 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