

# Unit 7: The Fifties to The Present Copied from: US History AP, Copied on: 02/21/22

Content Area: **Social Studies**  
Course(s): **US History AP**  
Time Period: **June**  
Length: **Sample Length & Grade Level**  
Status: **Published**

## **Title Section 7**

---

## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**US History AP**

**Unit 7 – The Fifties to the Present**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Michele Bondroff

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools  
Dr. Giovanni Cusmano, Director of Elementary Education K - 8  
Mr. George Droste, Director of Secondary Education

Board Approved: Aug 27, 2018

**Unit Overview**

---

After the army became desegregated in 1948, the position of African-Americans in civilian society came under increasing scrutiny. There was widespread recognition that the integration of society had not progressed as it was supposed to and that it was time for the African-American citizens to take a stand. Landmark decisions in the Supreme Court, as well as civil rights laws, foreshadowed the changes and upheaval that would come in this and following decades.

## **Enduring Understanding**

---

Dropping the atomic bomb allowed America to achieve superpower status.

Many are split on whether America should fight in foreign countries to spread democracy.

By teaching about events like the Civil Rights Movement, the idea of tolerance can spread.

## **Essential Questions**

---

Why did America emerge into the post-WWII era as a superpower?

Should the U.S. fight in wars to make the world safe for democracy?

How can tolerance be taught?

Should Americans be optimistic about the future?

## **Exit Skills**

---

Explain why many are split on whether America should fight in foreign countries to protect the spread democracy.

How past and present events can show where the future of America is heading towards.

Understand how events change the world.

## **New Jersey Student Learning Standards (NJSL-S)**

---

SOC.6.1.12.A.7	Civics, Government, and Human Rights
SOC.6.1.12.A.8	Civics, Government, and Human Rights
SOC.6.1.12.A.8.b	Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
SOC.6.1.12.B.9	Geography, People, and the Environment
SOC.6.1.12.B.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
SOC.6.1.12.C.6	Economics, Innovation, and Technology
SOC.6.1.12.C.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
SOC.6.1.12.C.6.b	Determine how supply and demand influenced price and output during the Industrial Revolution.
SOC.6.1.12.C.6.c	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
SOC.6.1.12.C.9.b	Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
SOC.6.1.12.D.6	History, Culture, and Perspectives
SOC.6.1.12.D.8	History, Culture, and Perspectives
SOC.6.1.12.CS6	The Emergence of Modern America: Progressive Reforms: Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.
SOC.6.1.12.CS7	The Emergence of Modern America: World War I: United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.
SOC.6.3.12.B.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
SOC.6.3.12.C.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.

- SOC.6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.
- SOC.6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

## Interdisciplinary Connections

---

- LA.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- LA.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- LA.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- LA.RH.11-12.8 Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
- LA.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- LA.WHST.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.
- LA.WHST.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 specific 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.
- LA.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

## Learning Objectives

---

- 1: Understand how America achieved superpower status.
- 2: Research and form opinion on whether America should fight in foreign countries to spread democracy.
- 3: Explain the Civil Rights Movement and how the idea of tolerance can spread.

**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 Describe	Classify Defend	Choose Dramatize	Categorize Classify	Appraise Judge	Combine 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**

Define relevant vocabulary including but not limited to:

Interstate Act, Brown v. Board of Education, Freedom Riders, Affirmative Action, McCarthyism, The Cuban Missile Crisis, The New Frontier, The Great Society Motivate and provide background on differences between the U.S. and the Soviet Union that led to the Cold War.

Identify similarities and differences between Capitalism and Communism.

Long essay: Evaluate the extent to which the Great Society contributed to maintaining continuity with previous domestic policies as well as fostered change in American society between 1964 and 1975.

Read primary and secondary sources. Compare and contrast to other historical events and modern historical events.

### **Evidence of Student Learning - Checking for Understanding (CFU)**

---

Students will be able to:

Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.

Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.

Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

Unit test-summative assessment

Admit/Exit tickets-formative assessment

Written reports-alternate assessment

-benchmark assessments (see below)

Identify similarities and differences between Capitalism and Communism.

Long essay: Evaluate the extent to which the Great Society contributed to maintaining continuity with previous domestic policies as well as fostered change in American society between 1964 and 1975.

- Admit Tickets
- Anticipation Guide



- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## **Primary Resources & Materials**

---

Textbook: America Pathways to the Present Prentice Hall

Reference: Bailey and Kennedy, The American Spirit, 11<sup>th</sup> edition, 2006 On-Line Version

DVD: America Story of US

## **Ancillary Resources**

---

John Lewis Gaddis' The United States and the Origins of the Cold War, Dwight D. Eisenhower's Farewell Address (Voices of the American Past), Joseph McCarthy's Speeches (Voices of the American Past), Arthur Miller's The Crucible The Century, Vol. 4 (Truman and Containment, Truman and the Korean War), Herblock's Political Cartoons of the Cold War, Selected footage from The Manchurian Candidate

## **Technology Infusion**

---

Upon completion of this sections, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

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.

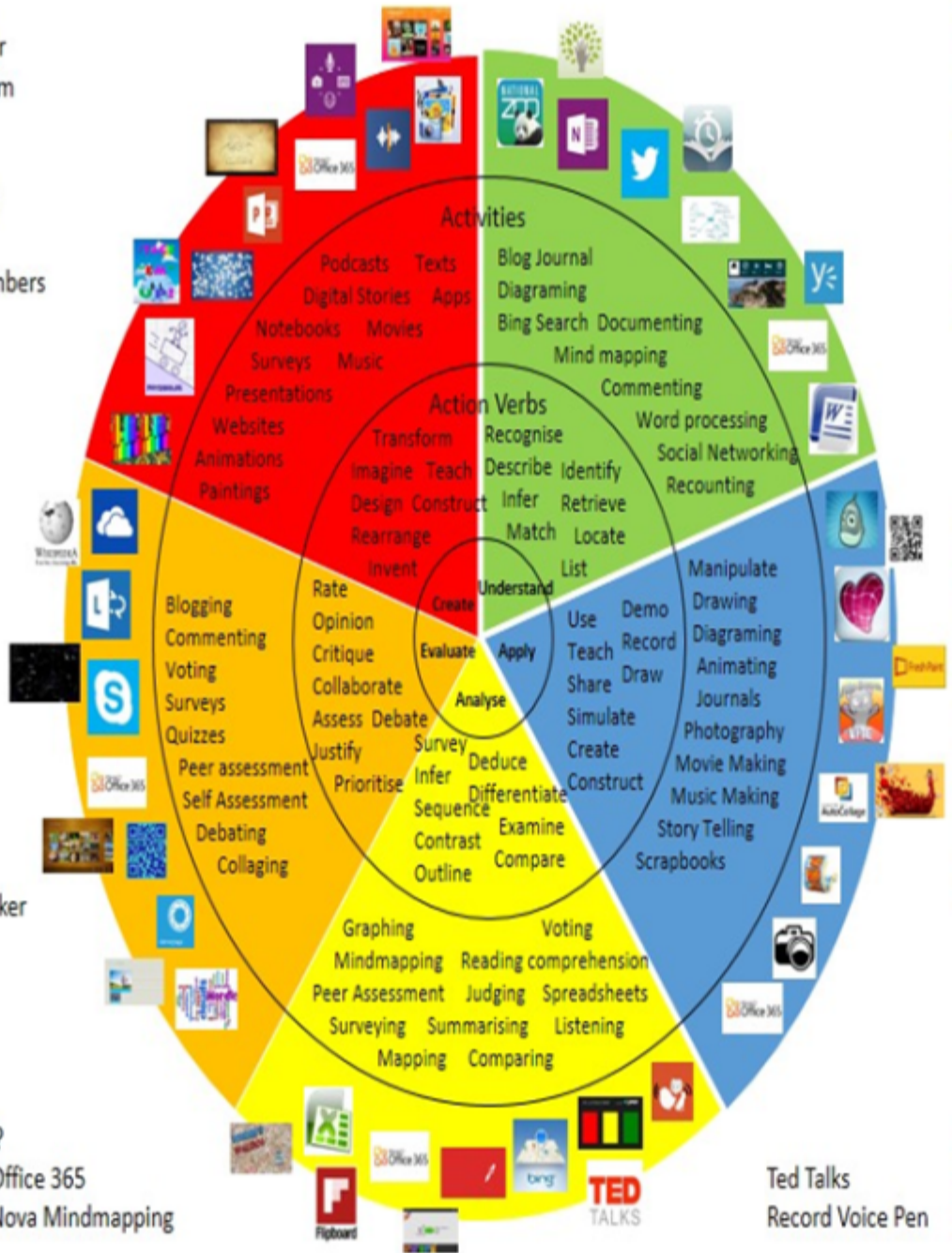
# Win 8.1 Apps/Tools Pedagogy Wheel

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**

---

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

## **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

## **21st Century Skills**

---

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

## Differentiation

---

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

### 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

## **Intervention Strategies**

---

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

## **Special Education Learning**

---

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
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- 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

## **Sample Lesson**

---

**Unit Name: AP Exam Review**

**Create questions for Ap exam for jeopardy**

**NJSLS: linked**

**Interdisciplinary Connection: Linked**

**Statement of Objective: SWDAT Recognize and articulate the Topics needed to pass the AP test in May.**

**Civil rights ch 19**

**Anticipatory Set/Do Now: Linked**

**Learning Activity: After a brief "do now" synopsis of the material in the objective, Students will research and articulate in small groups subjects that have to do with the Constitutional development.**

**Student Assessment/CFU's: Linked class will orally go over material and create a binder to study for our**



**AP Exam.**

**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: Laptop, LCD, Internet