

# Unit 8 The Cold War and Changes in America

Content Area: **Social Studies**  
Course(s): **Sample Course**  
Time Period: **April**  
Length: **Full Year - Grade 5**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Social Studies Grade 5**

**Unit 8: The Cold War and Changes in America**

**Belleville Board of Education**

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**Belleville, NJ 07109**

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## **Unit Overview**

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In Unit 8, students will investigate The Cold War and Civil Rights in Post War. Additionally, students will explore the lives of Ellen Ochoa and Bella Abzug.

## **Enduring Understanding**

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- Alliances between nations change quickly in reaction to circumstances.
- The Cold War was a clash between capitalism, democratic ideals, and communism.
- Wars are not necessarily fought on a battlefield.
- War can be avoided by keeping a balance of power among nations that are in conflict.

- Competition can spur great scientific achievement.
- Alliances between nations change quickly in reaction to circumstances.
- The Cold War was a clash between capitalism, democratic ideals, and communism.
- Wars are not necessarily fought on a battlefield.
- War can be avoided by keeping a balance of power among nations that are in conflict.
- Competition can spur great scientific achievement.

### **Essential Questions**

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- \* What are the responsibilities of power?
- \* When does change become necessary?

### **Exit Skills**

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By the end of Grade 5, Unit 8, the student should be able to:

- Define key terms
- Identify Points of Views of the presidents about communism
- Write an Opinion statement
- Analyze Primary Sources
- Explain The Great Society
- Summarize The Cold War
- Write a Narrative Composition
- Write a Persuasive Speech

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

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LA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LA.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SOC.5-8.1	What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?
SOC.5-8.1.1.1	Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.
SOC.5-8.1.1.2	Explain how major events are related to one another in time.
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
SOC.5-8.1.3.1	Compare and contrast differing interpretations of current and historical events.
SOC.5-8.1.3.3	Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).
SOC.5-8.1.4.1	Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
SOC.5-8.1.4.2	Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

## **Interdisciplinary Connections**

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### Critical Thinking Skill:

- \* Recognizing Bias
- \* Make A Difference
- \* Outliners and Graphic Organizers

### Literacy Skills

- \* Writing Persuasive Speeches

## **Learning Objectives**

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- Establish meaning.
- Make meaningful connections to personal experience.
- Use prior knowledge to gain understanding.
- Place key events on the Cold War in a chronological sequence and in context with each other.
- Analyze maps.
- Interpret timelines.
- Explain how Europe began to recover from the destruction of World War II with the help of the United States and the Marshall Plan.
- Understand that the UN was created after World War II to promote global peace and cooperation.
- Define the term Iron Curtain and how it applied to the division of Europe after World War II, and explain the reasons for the building of Berlin Wall and Berlin Airlift.
- Understand that the formation of NATO was a direct response to the Soviet Union of spreading communism.
- Explain how the Soviet Union and the United States arose as superpowers.
- Understand how the fear communism in the United States led to McCarthyism and the Red Scare.
- Define the arms race and its impact on American citizens.
- Understand the causes and effects of the Cuban Missile Crisis.
- List the major events in the space race.
- Trace world events as countries aligned themselves with China and the Soviet Union.
- Identify the causes and effects of the Korean War and how the United State extricated itself from this war.
- Identify the causes and effects of the Vietnam War.
- Explain why many Americans protested the Vietnam War.
- Explain how world leaders took steps to limit the production and use of nuclear weapons.
- Describe how diplomacy between the United States and China and the United States and the Soviet Union began to ease Cold War tensions.
- Explain how tensions flared again over the Soviet invasion of Afghanistan.
- Identify how the policies of Reagan and Gorbachev helped to bring about the end of the Cold War.
- Explain the events that led up to the fall of the Berlin Wall.

- Recognize how events in the Soviet Union led to its break up and the end of communism in Europe.
- Use prior knowledge to gain understandings.
- Make meaningful connections to personal experiences.
- Establish meaning.
- Place key events relating to how America changes in chronological order.
- Understand key people from the post-World War II, the Cold War Era, and beyond.
- Analyze visuals such as maps and timelines to understand meaning.
- Identify features of 1950s culture, including soldiers coming home, the American Dream, and the “Ideal family.”
- Describe how television influenced culture.
- Explain how the car led to the growth of suburbs.
- Describe how music, movies, literature, and art emerged on the cultural scene.
- Learn how the “baby boom” affected the population.
- Identify new technologies that provided convenience and comfort to Americans.
- Identify policy decisions that affected African Americans’ civil rights.
- Explain the reasons that individuals took risks to participate in civil rights protests.
- Identify the leaders of the civil rights movement.
- List the events in desegregation of schools, athletics, the military, public transportation, and public places.
- Explain the causes and effects of affirmative action.
- Explain President Johnson’s belief in the power of government to support social programs.
- List the major events of women’s movement.
- Explain the causes and effects of the environmental movement.
- Identify the impact of the Watergate scandal, and tell how Presidents Ford and Carter tried to restore trust in government.
- Describe how President Reagan’s policies decreased the role of government.

- **Identify** nutrients found in common food sources using the product's nutrition label;
- Use computer dietary analysis to assess a 2-day dietary intake and **categorize** the results;
- **Research** nutrition-related information on the Internet and **evaluate** the reliability of the information.

**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

Best Practices

Map & Graph Skills:

\* Interpret Cultural Data on Maps



- \* Interpret Timelines

## Literacy Skills:

- \* Compare and Contrast
- \* Sequence

## Suggested Activities

- \* Rap About It
- \* Chapter Vocabulary Games
- \* Big Question Inter-activities
- \* Quest Challenges (Project-Based Learning)
- \* Field Trip videos
- \* Jumpstart Activity
- \* Tikatok

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

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

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to assess students' learning.

- 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**

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My World Interactive 5 Pearson Education 2019

## **Ancillary Resources**

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Penguin's Who Was Series, "Who was Ronald Reagan"

Internet Resources:

[www.pearsonrealize.com](http://www.pearsonrealize.com)

[www.history.com](http://www.history.com)

[www.stopbully.gov](http://www.stopbully.gov)

[www.edutopia.org](http://www.edutopia.org)

Social Studies Weekly

## **Technology Infusion**

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## 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



## **Alignment to 21st Century Skills & Technology**

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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**

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- 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**

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

# Differentiation

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## 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

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- 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**

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- 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)**

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- 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

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Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: