Unit 3: Cold War Through the 1970s Via A Global Lens

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 2**
Length: **5 Weeks**
Status: **Published**

Summary

In the two part United States History sequence (US History I and US History II), students serve as novice historians as they engage in historical inquiry and refine key skills necessary for success in the 21st century. In order to do so, the curriculum is designed around three central pillars: core understandings that cut across eras, development of transferable skills, and connecting historical and current events.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Causation - Evaluate the relationship between historical causes and effects and distinguish between long term and immediate effects
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listed here.
- Sourcing - identify and explain the significance of a source's point of view, purpose, historical context, and intended audience
- Textual Analysis - Critically read various texts and identify text-based evidence
- Argumentation - Develop a historically defensible claim and support it with evidence, both in writing and orally
- Analytical Writing - Formulate an argument in response to a prompt question that is supported with evidence
- Speaking and Listening - Engage in collaborative discussions by building on others' ideas and concretely and persuasively expressing one's own

The following core understandings cut across historical eras. As such, students have the opportunity to draw connections between events, analyze historical patternization, and speculate about future occurrence in our republic:

1. While marked by unique circumstances, periods of migration and subsequent settlement are often motivated

by a desire of one group to expand opportunities and access, often at the expense of another.

2. While America's commitment to democracy has served as a guiding principle, a source of stability, and an example to other countries, its inconsistent implementation has also resulted in tension, conflict, and unequal access at home and abroad.

3. Significant social change requires the coordinated and sustained efforts of countless individuals and groups; this change is often gradual, requires the use of various tactics, and is met with resistance that must then be counteracted.

4. Power relations between individuals, groups, or governments are ever-changing; attempts to exert influence, expand access, and assert control often lead to both intended and unintended consequences.

5. The American experience is rooted in the cultures, traditions, and contributions of various individuals and groups who have intersectional identities; a discussion of the contributions of diverse cultures, groups, and individuals offers a more complete understanding of US history.

This unit is part of the larger aforementioned course sequence and specifically focuses on the Cold War where students will understand the changing relationship between the United States and Soviet Union after World War II. Students will understand that a fear of communism as a new threat to democracy shaped the United States' foreign policies towards European, Asian, and Middle Eastern nations allied with, or targeted by, the Soviet Union. By the end of this unit, students will be able to evaluate the major global conflicts that define the Cold War, such as the Korean War, Cuban Missile Crisis and Bay of Pigs, and the Vietnam War. Students will be able to identify similarities and differences between motivations, accomplishments and challenges of various leaders and strategies within these events by corroborating evidence, comparing and contrasting primary source documents, and developing and supporting an argument in writing and orally.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

This course fulfills one of three units in Social Studies course work required by both Cranford High School and the state of New Jersey for graduation.

Revision Date: August 2022

Standards

6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.

6.1.12.EconNE.12.a: Assess the impact of agricultural innovation on the world economy.

6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

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

6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.

6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.

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.

6.1.12.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them

6.2.12.GeoGI.5.a: Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.

6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.

6.2.12.HistoryCC.5.e: 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, Middle East).

6.2.12.HistoryCC.5.h: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build

knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

LA.RH.9-10.1 - [Progress Indicator] - Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LA.RH.9-10.2 - [Progress Indicator] - Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LA.RH.9-10.3 - [Progress Indicator] - Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

LA.RH.9-10.4 - [Progress Indicator] - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

LA.RH.9-10.6 - [Progress Indicator] - Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LA.RH.9-10.8 - [Progress Indicator] - Assess the extent to which the reasoning and evidence in a text support the author's claims.

LA.RH.9-10.9 - [Progress Indicator] - Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

LA.RH.9-10.10 - [Progress Indicator] - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

LA.RST.9-10.1 - [Progress Indicator] - Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

LA.RST.9-10.2 - [Progress Indicator] - Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

LA.WHST.9-10.1.A - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LA.WHST.9-10.1.C - Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LA.WHST.9-10.1.D - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.WHST.9-10.1.E - Provide a concluding paragraph or section that supports the argument presented.

LA.WHST.9-10.2.A - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LA.WHST.9-10.2.B - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.WHST.9-10.2.C - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

LA.WHST.9-10.2.D - Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

LA.WHST.9-10.2.E - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.WHST.9-10.2.F - Provide a concluding paragraph or section that supports the argument presented.

LA.WHST.9-10.4 - [Progress Indicator] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.WHST.9-10.5 - [Progress Indicator] - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LA.WHST.9-10.6 - [Progress Indicator] - Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LA.WHST.9-10.7 - [Progress Indicator] - 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.9-10.8 - [Progress Indicator] - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LA.WHST.9-10.9 - [Progress Indicator] - Draw evidence from informational texts to support analysis, reflection, and research.

LA.WHST.9-10.10 - [Progress Indicator] - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and

shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

SEL.PK-12.3.1 - [Sub-Competency] - Recognize and identify the thoughts, feelings and perspectives of others

SEL.PK-12.3.2 - [Sub-Competency] - Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds

SEL.PK-12.3.3 - [Sub-Competency] - Demonstrate an understanding of the need for mutual respect when viewpoints differ

PFL.9.1.12.F.1 - Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: equity, inclusion, tolerance, and belonging in connection with race and ethnicity.

This unit further reflects the goals of the Holocaut Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and

course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- To what extent did a post WWII military-industrial complex develop to prolong the Cold War?
- To what extent was the increase of US foreign intervention beneficial for the United States and the world community?

Enduring Understandings:

- Unlike the aftermath of WWI, the US government accepted its role as a superpower and acted in its interest to ensure anti-Communist systems would be instituted in formerly colonized countries
- The growth of a military-industrial complex highlighted in Eisenhower's farewell address included an increased symbiotic relationship between corporate interests, university research, and the US government that provided a framework to help justify the Cold War

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to): The Potsdam Conference, Iron Curtain, Truman Doctrine, "containment", Marshall Plan, Warsaw Pact, Berlin Airlift, North Atlantic Treaty Organization, arms race, Mutually Assured Destruction, brinkmanship, Korean War, 38th paralell

border, General MacArthur, Eisenhower Doctrine, Syngman Rhee, Suez Canal, Non-Alignment Movement, CIA coups, United Nations, Bay of Pigs, Cuban Missile Crisis, Vietnam War, Domino Theory, 17th parallel border, Ho Chi Mihn, Ngo Dinh Diem, Southeast Asia Treaty Organization, Vietcong, Gulf of Tonkin Resolution, Rolling Thunder strategy, Agent Orange, napalm, Tet Offensive, Massacre at My Lai, Nixon's Vietnamization

- The alliance between the United States and the Soviet Union quickly dissolved after WWII due to varying goals in the post war era.
- Stalin's promises of free elections in Europe, particularly in Poland, were not carried out by the time of the Potsdam Conference, causing distrust between the United States and the Soviet Union.
- The geographic boundaries between the Communists and anti-Communist countries and their allies correlated to the political, economic and cultural divisions between the groups.
- Truman's policy of containment through the Truman Doctrine contributed to the "iron curtain" and reduction of a threat of communist takeover in Europe.
- The "iron curtain" was a metaphorical phrase coined by Winston Churchill to describe growing political divisions between the United States and the Soviet Union during the emergence of the Cold War.
- The Marshall Plan and Berlin Airlift contributed to United States economic and political growth and prosperity by aiding European nations.
- The creation of the North Atlantic Treaty Organization was the first time in history the United States entered a military alliance during peacetime.
- China's civil war and transition to communism was an example of the failure of containment in Asia and caused fear in the American people, influencing later interventions at home and abroad.
- The Korean War and Vietnam War exemplified the policy of containment through military action in Asia.
- After the death of Joseph Stalin, the Warsaw Pact continued to heighten tensions between the United States and the Soviet Union.
- The Cold War was a global era impacting additional countries and regions such as the Middle East and Latin America, which led to covert actions taken by the United States.
- The Bay of Pigs and Cuban Missile Crisis were defining moments in Kennedy's foreign affairs during the Cold War and sparked criticism.
- The Domino Theory and fear of a rapid fall of Asian nations to communism helped to understand the United States involvement in Vietnam and support of the French.
- The United States underestimated the Vietcong and their tactics.
- Mainstream media of the United States often questioned military information and exposed misconceptions that influenced public opinion of the war.
- A stalemate situation developed between the United States and Vietcong during the Vietnam War.

Students will be skilled at:

- Identifying and comparing the aims of the United States and the Soviet Union in Europe after World War II.
- Explaining the state of the United States and the Soviet Union after World War II to determine their motivations for involvement and the direction of European affairs.
- Establishing the causes and effects of the creation of the atomic bomb and nuclear weapons in regards to the tension and relationship between the US and Soviet Union.
- Evaluating the success and challenges of the US policy of containment and its corresponding strategies.
- Assessing the social, ethical, economic, and political impact of the Berlin Airlift.
- Comparing and contrasting the United Nations to the League of Nations in structure and effectiveness after each World War.
- Comparing and contrasting Truman, Eisenhower, and Kennedy's respective foreign policies during the Cold War.
- Determining the causes and effects of the Korean War to the Cold War progression on both a small and broader scale.
- Judging MacArthur's actions during the Korean War and Truman's response in accordance with the Constitution.
- Determining the consequences for the United States after the failed invasion of the Bay of Pigs and the Cuban Missile Crisis.
- Explaining why the Berlin Wall was constructed and discussing the impact of this both symbolically and literally.
- Explaining the causes of effects of the Tonkin Gulf Resolution.
- Assessing the point of view of the U.S. military when strategizing how to defeat the Vietcong.
- Critiquing the United States' use of chemicals and violence, such as during the My Lai Massacre in Vietnam to combat guerilla warfare.
- Examining the impact of the Tet Offensive politically and socially and explain why this led to changing opinions of the president and war itself.
- Evaluating the success and challenges of the US policy of "Vietnamization" and its corresponding strategies in ending the Vietnam War.
- Assessing the historical phrase "credibility gap" and which events contribute to this controversy.
- Describing the economic, social and political legacy and long term impact of the Vietnam War.

- Examining, analyzing and interpreting primary and secondary source documents to determine application by historians.
- Working independently and collaboratively to present their comprehension and understanding.
- Contextualizing events and sources within a broader historical timeline to describe the circumstances surrounding the topic.
- Interpreting multiple perspectives to compare and contrast varying viewpoints of a specific topic for relative similarities and differences.
- Writing with evidence to support an original claim.
- Creating a claim to respond to a prompt.
- Establishing cause and effect relationships between events and time periods. This includes both short and long term factors to be explained in connection to the topic.

Learning Plan

This unit plan includes but is not limited to the following learning strategies:

- **Potsdam Conference Report Card:** Students will read the agreements made at the Potsdam conference and give each agreement a "grade" supported by reasoning defending the grade given. They will then make predictions as to how each agreement will impact U.S. foreign relations.
- **Iron Curtain/ Cold War Alliances Mapping Activity:** Students will create a map that identifies nations that are aligned in NATO and Warsaw as well as draw a line that represents the "Iron Curtain." Students will assess the benefits and detriments to these alliance lines and how the United States, its allies, and its opponents will be impacted by these alliances.
- **Impact of the Arms Race:** Students will read about the Soviet Union creating the atomic bomb and MAD, investigate the case of Julius and Ethel Rosenburg, and analyze photographs of American propaganda and practices (such as school bomb drills) to analyze how tensions and fear were heightened during the start of the Cold War.
- **Korean War Inquiry-Based Lesson:** Students will address the question, "To what extent was U.S. involvement in the Korean War a defense of democracy?" by analyzing the Korean governments supported by both the United States and Soviet Union. Working in pairs, students will investigate clips from an NPR podcast on the Korean War and primary and secondary source articles to answer the focus question, using evidence and reasoning to support their argument.
- **CIA Coups Fishbowl:** Students will address the question: "To what extent were CIA coups of independent nations during the Cold War justified?" by investigating in small groups case studies involving the CIA's overthrowing of international governments. Students will read and annotate primary and secondary sources involving coups of Iran, Guatemala, Congo, Indonesia, and Chile to draw conclusions on CIA activity and whether or not their actions were acceptable. The class will then

engage in a fishbowl discussion addressing the central question, and use evidence from their research to defend their positions.

- **Cuban Missile Crisis Simulation:** Students will be assigned a role in Kennedy's cabinet and read a profile relating to their figure's stance on the Cuban Missile Crisis. Students will then work with their group to attempt to "solve" the Cuban Missile Crisis, where they will receive scenarios based on real-life issues of the Crisis and have to decide how to solve them. Afterwards, students will reflect on how they handled the situation, factors that contributed to the event, and the impact of the Cuban Missile Crisis.

- **Gulf of Tonkin Resolution:** Students will corroborate primary sources regarding Johnson's reasoning for going to war in Vietnam and draw conclusions on U.S. motivations for involvement in the Vietnam War.

- **Vietnam War Tactics Stations Activity:** Students will work in groups to investigate the tactics used by the United States government including Operation Rolling Thunder, Napalm, Agent Orange, Land Mines, and the North Vietnamese Tet Offensive. Students will examine the ways in which Vietnamese civilians were impacted by the war tactics used in the Vietnam War and discuss the ethical problems with using certain war tactics.

- **My Lai Massacre Reflection:** Students will first listen to a survivor of the My Lai Massacre recount his experience, then read an article on the My Lai Massacre. Students will then write a reflection on the repercussions of the event, addressing questions such as, "How should the US or United Nations have responded to this event? To what extent do you agree with the investigation results? To what extent has the United States acknowledged and taken accountability for their role in mass atrocities such as this during times of war?"

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

Do Nows/ Exit Slips, Class Activities, Homework, Quizzes

Summative Assessments:

Unit Tests including Multiple Choice, Free (Paragraph-length) response questions, and Source Analysis

Alternative Assessments:

-Cold War Essay: Students will craft a five paragraph essay that addresses Core Understandings #2 and #4 through the prompt "To what extent are United States attempts to exert influence over nations justified in the context of the Cold War?" Students will consider the reasons for and consequences of American involvement in foreign affairs during the Cold War, and use examples from class activities and notes to support their responses.

Benchmark Assessment:

Written Responses to Document Analysis Questions

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List

The following are approved resources that teachers can include to further unit related objectives:

Primary Sources:

- Truman Doctrine, 1947
- Marshall Plan

Choices Unit Plan: The Cuban Missile Crisis: Considering Its Place in Cold War History

CHOICES: The Challenge of Nuclear Weapons

CHOICES: Cuban Missile Crisis

NPR's Throughline "The Forgotten War"

The Cold War in Guatemala (Materials- SHEG)

Gulf of Tonkin Resolution (SHEG)

My Lai Massacre Survivor Video and PBS Article and PBS Photo Evidence

13 Days Film

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis

- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.