

# Unit 4: WWII and Cold Eras (Weeks 14-16)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## UNIT RATIONALE

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Tumultuous changes came in the aftermath of World War II. The restoration of peace between the warring nations involved the task of reconstructing their polities and meeting the new societal challenges the war had unleashed. Students should understand that the ideological rivalries between capitalism and communism led by the United States of America and the Union of Soviet Socialist Republics, respectively, followed World War II. They should acquire an understanding of the basic tenets of the two ideologies and their political expressions.

The emergence of the Cold War and the alignment of nations into Eastern and Western blocs must be explored. Teachers should pay substantial attention to the various arenas of conflict between the East and the West — Korea, Vietnam, Cuba, and others. Students should examine the human costs of these ideologically-driven conflicts and the ways in which the Cold War exacerbated domestic tensions.

The rivalry between the two ideological and political blocs also had domestic implications. The fear of communism in the United States stimulated the persecution of individuals deemed contaminated by the ideology. Students should examine how the government and anti-communist organizations silenced dissent and created blacklists of suspected domestic communists. They should be exposed to the biographies of some of the victims of these fears, such as Ethel and Julius Rosenberg, Paul Robeson, and W.E.B. Du Bois. The role of the House Un-American Activities Committee should be studied.

## ESSENTIAL QUESTIONS

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- How did the experiences of African Americans during World War II impact their struggles for civil rights in the United States?
- What role did African American leaders play in shaping the political and social landscape of the Cold War era, both domestically and internationally?
- In what ways did the Cold War affect African Americans' experiences of discrimination and prejudice in the United States?
- How did the Civil Rights Movement intersect with broader social and political movements of the Cold War era, such as anti-colonial struggles and global liberation movements?

- What challenges did African American soldiers and veterans face during World War II and the Cold War era, and how did these experiences shape their perspectives on race and citizenship in the United States?

## STANDARDS

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

## NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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SAVED

### New Jersey (NJSL) - Grades 9-12 - Social Studies (2020)

#### 6.1.12.CivicsPR.10.a:

Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

#### 6.1.12.HistoryCA.10.a:

Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).

#### 6.1.12.CivicsHR.11.b:

Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them

**6.1.12.HistoryCC.11.c:**

Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

**6.1.12.HistoryCC.12.c:**

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

SOC.6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
SOC.6.1.12.HistoryCA.10.a	Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).
SOC.6.1.12.CivicsHR.11.b	Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
SOC.6.1.12.HistoryUP.11.a	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
SOC.6.1.12.HistoryCC.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

**NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

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CRP10. Plan education and career paths aligned to personal goals.

**NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

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8.1.12.C.1

Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

**PRE-ASSESSMENTS**

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## INSTRUCTIONAL PLAN

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### MODULE 1

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Students will explore the varying experiences of immigrants predicated on their gender, race, ethnicity, or occupation. Students will discover if one group of people secured a better standing in society.

Students will explore how African-Americans played a critical role in bringing a multitude of issues to the forefront in this time period.

Students will review how African-Americans were viewed as intelligent and driven as their other counterparts.

Students will explore how citizens see an issue with governmental policies regarding immigration, advocacy and labor organizations. Students will discover if there are any types of economic or racial disparities prompting that type of thinking.

<b>Student Learning Intentions (SLI) WALT: (We are learning to/that...)</b>	<b>Strategies for Student Learning</b>	<b>Formative Assessment (drives instructional decisions)</b>	<b>Activities Resources</b>
<b>6.1.12.CivicsPR.10.a:</b> WALT Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.	<ul style="list-style-type: none"><li>• Direct Instruction</li><li>• Audio/Visual instruction</li><li>• Activities that incorporate kinesthetic learning</li></ul>	<ul style="list-style-type: none"><li>• Writing Journals/Prompts</li><li>• Entrance/Exit slips</li><li>• Student conferences</li></ul>	<ul style="list-style-type: none"><li>• Amista Comm Interac Curricu</li><li>• Stride Freedc Montgc Story</li></ul>

		<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Student Conferences</li> <li>• Observation</li> <li>• RACE responses</li> </ul>	<ul style="list-style-type: none"> <li>• Trouble World: Slavery Empire Age of Capital</li> </ul>
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<p><b>6.1.12.CivicsHR.11.b:</b> Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.</p>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Audio/Visual instruction</li> <li>• Activities that incorporate kinesthetic learning</li> <li>• Annotations</li> <li>• Supplemental Videos</li> <li>• Student/Teacher Led Read Alouds</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Journals/Prompts</li> <li>• Entrance/Exit slips</li> <li>• Student conferences</li> <li>• Class discussions</li> <li>• Student Conferences</li> <li>• Observation</li> <li>• RACE responses</li> <li>• CommonLit</li> <li>• Google Forms</li> <li>• Turn and Talks</li> </ul>	<ul style="list-style-type: none"> <li>• Amista Comm Interac Curricu</li> <li>• The W. of Othe Suns: Epic St Americ Great Migrati</li> </ul>

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<p><b>6.1.12.HistoryCC.11.c:</b> Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.</p>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Audio/Visual instruction</li> <li>• Activities that incorporate kinesthetic learning</li> <li>• Annotations</li> <li>• Supplemental Videos</li> <li>• Student/Teacher Led Read Alouds</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Journals/Prompts</li> <li>• Entrance/Exit slips</li> <li>• Student conferences</li> <li>• Class discussions</li> <li>• Student Conferences</li> <li>• Observation</li> <li>• RACE responses</li> <li>• CommonLit</li> <li>• Google Forms</li> <li>• Turn and Talks</li> <li>• Multi-Text Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Amista Comm Interac Curricu</li> <li>• The W. of Othe Suns: Epic Si Americ Great Migrati</li> </ul>

<p><b>6.1.12.HistoryCC.12.c:</b> Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.</p>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Audio/Visual instruction</li> <li>• Activities that incorporate kinesthetic learning</li> <li>• Annotations</li> <li>• Supplemental Videos</li> <li>• Student/Teacher Led Read Alouds</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Journals/Prompts</li> <li>• Entrance/Exit slips</li> <li>• Student conferences</li> <li>• Class discussions</li> <li>• Student Conferences</li> <li>• Observation</li> <li>• RACE responses</li> <li>• CommonLit</li> <li>• Google Forms</li> <li>• Turn and Talks</li> <li>• Multi-Text Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Amista Comm Interac Curricu</li> <li>• The W. of Othe Suns: ~ Epic St Americ Great Migrati</li> </ul>

## Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

### English Language Learners

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### Special Education Students

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### Students with 504 Plans

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### Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## **REFLECTIONS**

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N/A

## **INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

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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.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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.