

# 08 Postwar United States: Cold War (1945 to early 1970s)

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

## **General Overview, Course Description or Course Philosophy**

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United States History II is designed to help students develop an understanding of the political, economic, technological, cultural, and social development of the United States from the post-Reconstruction period to the present.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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### **Enduring Understanding:**

- Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.

### **Social Studies NJSL 2020 Essential Question(s):**

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

## CONTENT AREA STANDARDS

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SOC.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.
SOC.6.1.12.EconGE.12.a	Assess the impact of agricultural innovation on the world economy.
SOC.6.1.12.EconEM.12.a	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
SOC.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.
SOC.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.
SOC.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.HistoryCC.12.d	Explain how the development and proliferation of nuclear weapons affected international relations.
SOC.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.
SOC.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.
SOC.6.1.12.HistorySE.12.b	Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.

## RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6)

LA.RH.9-10.1	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	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	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	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.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	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.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.RH.9-10.9	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	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.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
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.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
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.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.5	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	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	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

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

Draw evidence from informational texts to support analysis, reflection, and research.

LA.WHST.9-10.10

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.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand:

- Events that foreshadowed the Cold War from 1919-1945
- The Second Front Controversy
- The Yalta and Potsdam Conference
- Communism v. Capitalism
- The Iron Curtain Speech
- Containment
- The Truman Doctrine
- The Marshall Plan
- The Berlin Airlift
- NATO
- The Chinese Civil War
- NSC-68
- The Korean War
- The Cold War at Home
- McCarthyism
- The Cold War in the Middle East and Latin America
- The Space Race
- Arab-Israeli Conflict
- The Causes and Effects of the Vietnam War
- Detente

### **Procedural Knowledge**

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Students will be able to:

- Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
- Assess the impact of agricultural innovation on the world economy.
- Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
- Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.
- Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- Explain how the development and proliferation of nuclear weapons affected international relations.
- 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.
- Explain the reasons for the creation of the United Nations.
- Evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
- Explain how the Arab-Israeli conflict influenced American foreign policy.

## **EVIDENCE OF LEARNING**

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Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

## Benchmark Assessments

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- Benchmark Assessments using Pear Assessments three times per year

## Formative Assessments

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- Help students track their individual progress toward the learning target
- Students will be asked to explain their progress toward learning targets
- Students will be asked to provide evidence of their progress toward the learning target

Alternative:

- Formative measures such as small map quizzes and exit slips containing multiple-choice questions or other open-ended responses will be used to determine student progress toward learning targets

## Summative Assessments

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- Students will complete an end of unit test consisting of multiple-choice questions requiring the examining of maps, text, and graphs about the War for Independence. Essay questions will include prompts such as:
  1. List and explain the Cold War fears of the American people during the 1950s.
  2. What were the causes and effects of McCarthyism?
  3. Why did the United States gradually get involved in the Vietnam War?
- Students can select a topic from the late 19th century to 2000 to write a year long research paper. This will help to enhance their understanding of the topic and to further develop their research and writing skills.

## RESOURCES (Instructional, Supplemental, Intervention Materials)

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Core:

*American History*. Orlando, Florida: Houghton Mifflin Harcourt Publishing Company, 2017. (CP)

Brinkley, Alan. *American History: A Survey*. 12th ed. Boston: McGraw-Hill College, 2006. (Honors)

Brown University's "The Whole World Was Watching: An Oral History of 1968," [The Vietnam War in the 1968 interviews](#)

Danzer, Gerald A. *The Americans*. Orlando, FL: Holt McDougal Houghton Mifflin Harcourt, 2012. (CP)

Supplemental:

PBS The American Experience Vietnam Online <http://www.pbs.org/wgbh/amex/vietnam/reflect/index.html>

Video, Korea: The Forgotten War

Various primary and secondary sources of the time period (i.e. The Iron Curtain Speech, The Truman Document, Gulf of Tonkin Resolution, etc.)

## **INTERDISCIPLINARY CONNECTIONS**

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### **English/Language Arts:**

- Information Writing
- Implementation of conventions of Standard English
- Language Acquisition

### **Technology/Multimedia:**

- Google
- Media Literacy

### **Math:**

- Statistics

### **Career Readiness:**

- Use technology to enhance productivity
- Employ valid and reliable research strategies.

### **Visual and Performing Arts:**

- Debates

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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**Gifted and Talented modifications may include:**

- Use of Higher-Level Questioning Techniques
- Provide assessments at a higher level of thinking

**For Students with Disabilities, modifications may include:**

- Asking students to restate information, directions, and assignments
- Repetition and practice
- Extended time on assessments and classwork
- Providing class notes