

## Theme

*How do we, as individuals and as a nation, conquer fear?*

### STEM Innovation Academy Unit 2 Plan

Subject: Political Studies (US History II Honors) Unit Title: Postwar United States: Cold War, Civil Rights and Social Change Grade: 10	Teacher: Kathleen Gengaro Duration: Second Marking Cycle (12 weeks)
<b>Summary of Unit</b>	
Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years. The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.	
<b>Stage 1 – Desired Results</b>	
<b><u>Essential Questions:</u></b>  How do alliances create conflict? How do nations create and justify conflict? How does technology impact weapons over time? How does fear factor into national responses? How can wars be unpopular to citizens while justified by other citizens? How can international conflict or public perception justify a denial of civil rights? Is violence ever justified? How does the personality of a public figure impact public response? How can politicians influence public perception? How does the media impact public perception? How does propaganda impact public perception? How does art impact public perception? How has technology changed the way we view the world?	
<b><u>Standards/Outcomes:</u></b>  <b>A. Civics, Government, and Human Rights:</b> <b>6.1.12.A.12.a</b> 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. <b>6.1.12.A.12.b</b> Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts. <b>6.1.12.A.12.c</b> Explain how the Arab-Israeli conflict influenced American foreign policy <b>6.1.12.A.13.a</b> Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., <i>Hedgepeth and Williams v. Trenton Board of Education</i> ), and New Jersey’s Law Against Discrimination (i.e., P.L. 1945, c. 169) in eliminating segregation and discrimination. <b>6.1.12.A.13.b</b> Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, <i>Brown v. Board of Education</i> , and <i>Roe v. Wade</i> ) in promoting civil liberties and equal opportunities.	

**6.1.12.A.13.c** Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.

**B. Geography, People, and the Environment:**

**6.1.12.B.12.a** Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.

**6.1.12.B.13.a** Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.

**6.1.12.B.13.b** Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.

**C. Economics, Innovation, and Technology:**

**6.1.12.C.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.C.12.b** Assess the impact of agricultural innovation on the world economy.

**6.1.12.C.12.c** Analyze how scientific advancements impacted the national and global economies and daily life.

**6.1.12.C.12.d** Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

**6.1.12.C.13.a** Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.

**6.1.12.C.13.b** Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.

**6.1.12.C.13.c** Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education)

**6.1.12.C.13.d** Relate American economic expansion after World War II to increased consumer demand.

**D. History, Culture, and Perspectives:**

**6.1.12.D.12.a** Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.

**6.1.12.D.12.b** Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

**6.1.12.D.12.c** Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.

**6.1.12.D.12.d** Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.

**6.1.12.D.12.e** Analyze the role that the media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.

**6.1.12.D.13.a** Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

**6.1.12.D.13.b** Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.

**6.1.12.D.13.c** Analyze the successes and failures of women's rights organizations, the American Indian movement, and La Raza in their pursuit of civil rights and equal opportunities.

**6.1.12.D.13.d** Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

**6.1.12.D.13.e** Explain why the Peace Corps was created and how its role has evolved over time.

**6.1.12.D.13.f** Relate the changing role of women in the labor force to changes in family structure.

## **NJSLS Related Items**

### **Progress Indicators for Reading Informational Text:**

Key Ideas & Details: RI.9-10.1, RI.9-10.2, RI.9-10.3

Craft & Structure: RI.9-10.4, RI.9-10.5, RI.9-10.6

Integration of Knowledge & Ideas: RI.9.7, IR.9-10.8, RI.9-10.9, RI.9-10.10

### **Progress Indicators for Language:**

Conventions of Standard English: L.9-10.1, L.9-10.2

Knowledge of Language: L.9-10.3

Vocabulary Acquisition and Use: L.9-10.4, L.9.-10.4.A, L.9-10.4.B, L.9-10.4.C, L.9-10.4.D, L.9-10.5,

L.9.-10.5.A, L.9-10.5.B, L.9-10.5.C, L.9-10.6

### **Progress Indicators for Speaking and Listening**

Comprehension and Collaboration: SL.9-10.1, SL.9-10.1A-D, SL.9-10.2, SL.9-10.3

Presentation of Knowledge and Ideas: SL.9-10.4, SL.9-10.5, SL.9-10.6

### **Reading: NJSLS History, Social Studies, Science and Technical Subjects Grade 9-10:**

RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.7, RH.9-10.8, RH.9-10.9, RH.9-10.10

### **Writing: NJSLS Anchor Standards for Writing**

NJSLSA.W1-NJSLSA.W10

WHST.9-10.1-WHST.9-10.10

Prose Constructed Response: Research Simulation

### **Career Ready Practices**

CRP1-Act as a responsible and contributing citizen and employee.

CRP2-Apply appropriate academic and technical skills.

CRP4-Communicate clearly and effectively and with reason.

CRP5-Consider the environmental, social and economic impacts of decisions

CRP6-Demonstrate creativity and innovation.

CRP7-Employ valid and reliable research strategies.

CRP8-Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9-Model integrity, ethical leadership and effective management.

CRP11-LUse technology to enhance productivity.

CRP12-Work productively in teams while using cultural global competence.

### **21st Century Standards**

**9.1.12.A.5** Analyze how the economic, social, and political conditions of a time period can affect the labor market.

**9.1.12.A.9** Analyze how personal and cultural values impact spending and other financial decisions.

### **Technology**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**8.1.12.A.1** Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of tools and resources.

**8.1.12.A.2** Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

**8.1.12.B.2** Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

**8.1.12.D.1** Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

**8.1.12.D.3** Compare and contrast policies on filtering and censorship both locally and globally.

### **Visual and Performing Arts**

1.2.12.A.1 Cultural and historical event impact art-making as well as how audiences respond to works of art.

1.4.12.A.3- Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.

## **Stage 2 – Assessment Evidence**

Performance Task(s): (Summative and Authentic)

- Historical Analysis through the Arts for Vietnam Project
- Historical Narrative for Civil Rights Movement

Authentic Experiences:

- Vietnam Veteran Guest Speaker
- NJ Vietnam Memorial
- US Vietnam War Memorial Virtual Tour

Formative:

Unit Pre-Assessment:

- Cold War and Civil Rights Movement Pretest
- Exit tickets

Presentation:

- Vietnam War Project
- Civil Rights Movement Historical Narrative

Extensions (Tier I):

Differentiated reading/research based on in-class work and NJSLA data, grouping based on ability levels for some assignments.

G/T: Create instead of analyze. Analyze instead of synthesize.

The War in Vietnam: A Lesson in Photographs

This activity asks students to analyze photographs from the Vietnam War. After analysis they will categorize the photos by topic and write captions in preparation for a photography exhibit about the war that "tells the story of the young men and women who fulfilled their duty to their country by serving in the war in Vietnam."

<https://www.docsteach.org/activities/teacher/the-war-in-vietnam-a-story-in-photographs>

Differentiation (Tiers 2 and 3)

At Risk: Detailed outlines, guided self-improvement plans, direct and guided instruction, lunch and advisory extra help, homework contracts, weekly conferences based on classwork and NJSLA data, grouping based on ability levels for some assignments, modifications and accommodations based upon IEPs and 504s, and scaffolding for ELL students, including Sheltered English strategies and resources such as Snap and Read

## Stage 3 – Learning Plan

### Vocabulary

doctrine, airlift, McCarthyism, Stalinism, Communism, pact, containment, domino theory, Vietnamization, Indochina, dove, hawk, POWs, MIAs, silent majority, counterculture, civil rights, genocide, internment, espionage, reparation, armistice

### Expert/Field Experience

- Vietnam War Veterans Memorial
- Community member(s) presentations

### Sample Activities:

#### •The Origins of the Cold War: U.S. Choices After World War II (4 classes)

After reading primary and secondary sources about foreign policy positions of the Soviet Union, United States, Great Britain and France, as well as international policies in the post-World War II world, and analyzing the issues that framed the debate on United States policy toward the Soviet Union, groups of students will reenact the debate that took place in the United States in late 1946 concerning the future direction of U.S. foreign policy. Students will debate from the perspective of four option groups: imposition of Pax Americana (American peace); contain Soviet communism; co-exist and compromise; or, avoid foreign entanglement.

#### •Freedom Now: The Civil Rights Movement in Mississippi (4 classes)

After reading primary and secondary sources about the domestic policy positions on the Civil Rights movement in the United States, students will present their respective perspectives at a simulated 1964 Atlantic City Democratic National Convention. Students will present the perspectives of the Mississippi Freedom Democratic Party, the National NAACP and Civil Rights leaders, President Johnson and the National Democratic Party, and the White Mississippi Democrats in a three-to-five minute presentation of their respective perspective. Assessment is scored by other students in the class based upon how well the group presented their perspective and explained the arguments found in the primary sources.

#### •The Cuban Missile Crisis: Considering its Place in Cold War History (3 classes)

Three groups represent a point of view within the Executive Committee of the National Security Council ["ExComm"]. The assignment is to persuade President Kennedy and other ExComm members that one of four options should be the basis for the United States response to Cuba and the Soviet Union. On day 3, each group will deliver a three-to-five minute presentation to persuade the President to follow its suggested plan. [Options are: pursue diplomacy; blockade Cuba; and, airstrike and invade]. Assessment is based upon how well the perspective is presented based upon the primary source documents.

#### •Political Cartoon Analysis

-After evaluating political cartoons depicting the escalation of troops in Vietnam, students will create political cartoons depicting the escalation of troops in Vietnam and in today's Mid-East region.

### Literacy/Research

- Writing an informative text that explains constitutional issues involving war powers, as they relate to US military intervention in the Korean War and the Vietnam War

- Writing explanatory text that compares American public support of the government and military during the Vietnam War with previous conflicts such as WWII or modern day conflicts (e.g., Iraq, Afghanistan)
- Explanatory writing detailing: How trends affected consumer demand and contributed to economic expansion after WWII, including: baby boom; suburban consumerism; technological innovation; women in the workforce; and, increased access to education.
- Using technology, including the internet, to produce, publish, and update individual or shared writing products to show the extent to which suburban living and television supported conformity and stereotyping during this time period.
- Argumentative essay that analyzes the federal government's effectiveness in promoting civil liberties and equal opportunities after examining national legislation (Civil Rights Act of 1964, Voting Rights Act of 1965, Equal Rights Amendment, Title VII and/or Title IX), policies (affirmative action) and Supreme Court decision, including *Brown* and *Roe v. Wade*
- Argumentative essay that analyzes the effectiveness of New Jersey's government in eliminating segregation and discrimination after examining the New Jersey Constitution of 1947, NJ Supreme Court decisions (*Hedgepeth and Williams v. Trenton Board of Education*) and NJ's Law against Discrimination (P.L. 1945, c. 169)
- Primary and secondary sources (see below)
- Current events and how they link to the past
- Choices program (online edition—primary and secondary source readings about the topic with activities) <http://www.choices.edu/>
  - Cuban Missile Crisis: Considering Its Place in Cold War History
  - Freedom Now: The Civil Rights Movement in Mississippi
- Howard Zinn--A People's History of the United States [Analysis of informational history text where students read and reflect on perspective]
  - Chapter 17. "Or Does It Explode?"
  - Chapter 18. The Impossible Victory: Vietnam
  - Chapter 19. Surprises
  - Chapter 20. The Seventies: Under Control?
- SHEG projects [Stanford University DBQs where after analyzing primary and secondary sources, students respond in an expository essay to the prompt]:
  - The Cold War
  - The Korean War
  - Truman and X: Whose Philosophy Made the Most Sense for American in the 1960s?

- [http://www.socialstudieshelp.com/Amer\\_History\\_Syallbus.htm](http://www.socialstudieshelp.com/Amer_History_Syallbus.htm)
- CommonLit [Reading informational text and primary source documents and then responding to multiple choice and short response questions about the text]. Relevant passages include:
  - McCarthyism
  - Berlin Wall
  - Introduction to Vietnam War
  - After 40 Years
  - Complete Pentagon Paper
  - Resistance to the Vietnam War
  - Tinker v. DesMoines
  - Letter from Birmingham Jail
  - Civil Rights Act of 1964
  - America's Most Infamous Hate Group: The KKK
- EBSCO resources
- Bucks Institute Project Based Learning
- Southern Poverty Law Center Teaching Tolerance
  - <https://www.tolerance.org/professional-development/webinars/teaching-hard-history-american-slavery>
  - [https://www.njstatelib.org/research\\_library/new\\_jersey\\_resources/highlights/african\\_american\\_history\\_curriculum/](https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/)
- New Visions US History Units 9 and 10 [Primary and secondary source documents with close reading and analysis questions about the Cold War and changes within the United States as a result of the Civil Rights Movement]
  - <https://curriculum.newvisions.org/social-studies/course/us-history/unit-9-cold-war/>
  - <https://curriculum.newvisions.org/social-studies/course/us-history/unit-10-domestic-change/>
- New Jersey Amistad Curriculum
  - <https://www.nj.gov/education/amistad/>
  - Unit 12 (1946-1970)

**Students will know:**

- Vocabulary associated with these standards
- The effectiveness of the Marshall Plan in the rebuilding of European nations in the post-World War II period
- The ideological differences between the United States and its allies, and the Soviet Union and its allies and how these contributed to the Cold War.
- How the pursuit of nuclear weapons by industrialized countries (i.e., US and Soviet Union) and developing countries (i.e., Pakistan) affected international relations.
- The impact of McCarthyism on individual civil liberties.
- How to evaluate US involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
- How to use technology to produce an individual and shared writing product that analyzes the role of newspapers and television in bringing information to the American public and shaping public attitudes towards the Vietnam War
- The impact of the US policy of containment on independence movements in Africa (e.g., Congo, Ethiopia, Somalia), Asia (e.g., Cambodia, China, Indonesia), the Caribbean (e.g., Cuba), and the Middle East (e.g., Israel, Palestine)
- How the Arab-Israeli conflict (formation of Israel, Six-Day War, Yom Kippur War) has influenced American foreign policy in the Middle East during this time period and today
- The differing points of view of the implications and outcomes of the Space Race from the perspectives of the scientific community, the government and the public
- The agricultural innovation on reducing food scarcity to the world economy during this time period
- How scientific advancements (vaccinations, telecommunications, atomic energy) impacted national and global economies and daily life
- The role of public and private sectors in promoting economic growth and ensuring economic stability through regulatory practices, education, internal improvements, and employment opportunities
- How the federal economic policies promoted a smooth transition from a wartime to a peacetime economy
- Trends in the changing the origins and outcomes of the youth counterculture movement including the Beat Movement, rock and roll music, and abstract art.
- The role of women in the labor force and changes in the family structure by analyzing labor statistics and demographic data during this time period
- The various explanations for the impetus for the Civil Right Movement and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.]
- How individuals and organizations used economic measures (i.e., Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights
- How primary and secondary sources lead to a coherent understanding of passive resistance and militant response philosophies as they relate to the Civil Rights movement
- How to use primary and secondary sources to compare and contrast the legacies of Dr. Martin Luther King, Jr. and Malcolm X
- Why government actions were needed to ensure civil rights for African Americans
- The effectiveness of the women's rights movement by analyzing key events and documents, The Feminine Mystique, the National Organization of Women, the Equal Rights Amendment, Title IX, and Roe v. Wade decision
- The effectiveness of the American Indian Movement including the occupation of Alcatraz, Wounded Knee, and the Indian Self-Determination Act of 1975



- The effectiveness of the La Raza Movement including the Mendez v. Westminster School District decision, United Farm Workers Strike, and the actions of Cesar Chavez
- The extent to which the 1965 Immigration and Nationality Act changed immigration patterns to New Jersey and the United States
- The key social legislation enacted to end poverty (e.g., Economic Opportunity Act of 1964, Medicare and Medicaid, Elementary and Secondary Education Act, Head Start) and a description of their effectiveness to end poverty today
- The effectiveness of environmental movements (creation of EPA) and their influence on public attitudes and environmental protection laws (e.g., Clean Water Act, Clean Air Act)
- The origins of the Peace Corps (Executive Order 10924) and will evaluate its role today

**Students will be able to:**

- Understand and apply connotation of words in primary, secondary and literary documents and works
- Utilize close reading skills to develop an understanding of information from text
- Listen open-mindedly to views contrary to their own
- Develop and utilize strategies to read informational text
- Collaboratively develop strategies for managing and resolving conflict
- Demonstrate an understanding of democratic values and processes
- Accept decisions that are made for the common good
- Recognize that the actions or inactions of an individual, group, and nation may have intended and unintended consequences
- Analyze rights that all people in our nation should have
- Analyze the advantages and disadvantages of different forms of protest
- Analyze how there is not necessarily a correct answer to dilemmas
- Analyze the purposes of government
- Analyze political cartoons
- Analyze why there are two sides to every story and that there are valid reasons for and against getting involved in a war
- Write a commentary in support of their position from both a historical and literary perspective
- Conduct research from multiple perspectives
- Participate in mock trials and moot courts
- Read like a historian
- Recognize tone in primary source documents
- Analyze primary source documents
- Justify a point of view
- Effectively question for technique
- Analyze and assess authors' claims, reasoning and evidence using primary source documents
- Present material in a comprehensive and coherent way to a specific audience
- Analyze a fact pattern that derives from a learned topic