

Course: Modern US Wars
Unit #2: World War II/Cold War Era

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*

- **Content Standards**

- 6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
- 6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
- 6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.
- 6.2.12.HistoryCC.4.e: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
- 6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
- 6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
- 6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
- 6.2.12.HistoryCC.5.a: Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.

- 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.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.
 - 6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- **21st Century Life & Career Standards**
 - 9.1.12.EG.3: Explain how individuals and businesses influence government policies.
 - 9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).
 - 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.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
 - 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others
 - 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.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
 - All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>
 - **English Companion Standards**

- 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.
- 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.
- 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.
- RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 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.
- 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
- RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
- RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **Interdisciplinary Content Standards**
 - 1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to examine the changes in United States foreign policy from World War II to the end of the cold war.

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhdsd.org/Page/6163>

- choose and analyze appropriate sources to gain content knowledge
- apply acquired content to connect past and present day events
- collaborate and interact with others in a diverse and ever-changing world
- independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics
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Enduring Understandings

Students will understand that. . .

Essential Questions

EU 1

EU 1

the cause of war and its aftermath are dependent upon many factors, including political, economic and social influences as well as military techniques and strategies.

EU 2

during times of conflict the government may expand its powers and/or alter civil liberties.

EU 3

the United States permanently shifted from a policy of isolationism to intervention in world affairs as a result of World War II.

EU 4

wars fought in defense of ideology present unique obstacles in comparison to wars fought due to provocation.

EU 5

wars fought during the Cold War Era (Korea, Vietnam, etc.) changed the way Americans and the rest of the world viewed the US Government.

- What factors were most responsible for the U.S. joining the fight in World War II? How did the U.S. justify going to war?
- How could the U.S. have done more to prevent the Holocaust?
- How important was the role of women on the homefront in the United States victory in World War II?
- Why were the strategies of both the Atlantic and Pacific theaters of World War II successful? Why was one strategy better or more efficient than the other?
- Was Truman justified in his decision to drop atomic bombs on Hiroshima and/or Nagasaki?

EU 2

- Did FDR overstep the bounds of his executive authority in dealing with the Allies prior to the U.S. declaration of war on Japan?
- Was the Selective Service Act of 1940 warranted?
- Was Executive Order #9066 which interned Japanese-Americans justified?

EU 3

- Does American security today depend upon the survival of its allies?
- Should the U.S. continue a policy of intervention or remain neutral when it comes to world affairs?
- What various factors contributed to US involvement in Europe and Asia post World War II?

EU4

- Should the ideology of a nation drive foreign policy?

	<ul style="list-style-type: none"> ● Could lessons learned in Korea have helped the United States avoid Vietnam altogether? <p>EU5</p> <ul style="list-style-type: none"> ● How does public opinion influence American political policy during wartime? ● Should the U.S. military have been held more accountable for the devastation incurred in Vietnam? ● Did the American counterculture affect the outcome of the Vietnam War? ● Is draft-dodging ever justified?
<p><u>Knowledge</u> Students will know . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> ● various strategies and weapons that were employed in World War II, the Korean and Vietnam Wars. (6.2.12.HistoryUP.4.b) ● the controversy surrounding U.S. involvement in Vietnam and the role of the media and counterculture in contributing to divided opinions regarding the war. (6.2.12.CivicsHR.6.a) ● how each war impacted the economic, social, cultural and political life in the United States. (6.2.12.HistoryUP.4.b) <p>EU 2</p>	<p><u>Skills</u> Students will be able to . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> ● read and analyze primary source documents to determine different points of view. (6.2.12.HistoryUP.4.b) ● draw inferences from factual material. (6.2.12.HistoryUP.4.b) <p>EU 2</p>

- the challenges to civil liberties during the war (i.e. Japanese Internment, segregated military units, Holocaust, treatment of POWs, My Lai Massacre). (6.2.12.HistoryUP.4.c)
- that during times of crisis our government takes extraordinary measures. (6.2.12.CivicsPI.4.b)

EU3

- how conditions in Europe contributed to the creation of autocratic governments. (6.2.12.CivicsPI.4.a)
- how the U.S. transformed from an isolationist to an interventionist state. (6.2.12.HistoryCA.4.c)

EU4

- reasons for U.S. neutrality and for U.S. entry into World War II. (6.2.12.HistoryCA.4.c)
- the conflicting ideological differences between capitalism and communism. (6.2.12.CivicsPI.4.a)

EU5

- the tactics, military actions and outcomes of the Korean and Vietnam Wars. (6.2.12.HistoryCC.5.e)
- U.S. Presidents make critical decisions as to American policy during wartime. (6.2.12.CivicsPI.4.b)
- the psychological impact of the Vietnam War on the people of Vietnam, returning U.S. soldiers, and the American public. (6.2.12.HistoryUP.4.c)

- compare and contrast the credibility of differing ideas, elements, or accounts. (6.2.12.CivicsPI.4.b)
- test the validity of information using criteria such as source, objectivity, technical correctness, and currency. (6.2.12.CivicsPI.4.b)

EU 3

- identify persuasive techniques used in political cartoons and articles.(6.2.12.CivicsPI.4.a)
- research useful and valid media resources. (6.2.12.HistoryCA.4.c)

EU 4

- recognize and interpret different points of view. (6.2.12.HistoryCA.4.c)
- detect bias in data presented in various forms. (6.2.12.CivicsPI.4.a)

EU 5

- develop media literacy to be able to identify valid online sources. (6.2.12.HistoryUP.4.c)

Recommended Performance Tasks:

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy):
Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- View clips and take notes from the series *Korea in HD & Vietnam in HD*. (A) (EU4)
- Watch and discuss clips from films such as *Band of Brothers*, *The Pacific*, *Pearl Harbor*, *Saving Private Ryan* (opening scene) along with teacher notes. (A) (EU1, EU3, EU4)
- Annotate a map (independently or with a partner) of the World War II Era with the countries, important places and significant battles in both the European and Pacific theaters utilizing teacher created informational google slides as a guide. (A, M) (EU1)
- Compose a series of journal entries: a soldier in 1944 from the Allied side and a journal entry from the Axis side, of a surviving U.S. soldier the day after landing at Omaha Beach on D-Day & from the perspective of an African American U.S. soldier fighting in a segregated unit in Europe. (A, M) (EU4)
- Create a “By the Numbers” infographic on a key battle in the Pacific or European Theater during World War II. (A, M) (EU1 EU3)
- Debate the decision to drop the atom bomb after analyzing primary source documents. Have groups create persuasive arguments based on the documents for and against the decision to drop the atom bomb on Hiroshima and Nagasaki. (A,M) (EU 2 EU5)
- Analyze propaganda posters from the U.S. during World War II & design a propaganda poster for a current conflict. (A, M, T).(EU 4 EU5)
- Read *Unbroken* by Laura Hillenbrand and create an interview with one of the main characters. (A, M). (EU2)
- Create a digital timeline using Canva or another online digital platform showing the United States transition from isolation to intervention in World War II. (A, M). (EU3)
- Analyze propaganda posters to evaluate how fear of communism contributed to both the Korean and Vietnam Wars. (A, M) (EU2 EU4)
- Analyze primary documents debating whether Pearl Harbor could have been prevented. (A, M). (EU1, EU5)
- [Mapping the Cold War](#)- Map annotation (overview of cold war) (A, M) (EU 5)

- Annotate a map of the Korean and Vietnam Wars. Label key cities and battles, in addition to turning points & key events using teacher guided informational google slides. (A, M) (EU1)
- View segments from *Four Hours In My Lai* and analyze the impact of the My Lai Massacre on the U.S. soldiers, officers and villagers involved. (A, M) (EU5)
- View clips from *Apocalypse Now* and write a response to addressing the horrors of war. (A, M) (EU5)
- Working collaboratively, students will each be assigned a famous Vietnam era picture. They will hypothesize what is occurring in the picture and then research the “story behind the picture.” Each group will share their picture and story with the rest of the class. (A, M) (EU1)
- Create digital posters from the perspectives of a Hawk and a Dove. (A, M) (EU1)
- Watch *Dear America: Letters Home from Vietnam*, then write a letter home from the perspective of a U.S. soldier in Vietnam. (A, M) (EU1)
- Research and debate a current conflict and whether the United States should or should not become involved. (A, M, T) (EU3)
- Read descriptions of various war atrocities without identifying when or by whom they were committed (Kosovo, Rwanda, Nazi Germany, My Lai, etc). Ask students to decide whether the actions taken were justified and/or appropriate and what sanctions, if any, should be applied to the perpetrators. Then reveal and discuss as a class what the actual events were and the outcomes of those events. (A, M, T) (EU3 EU4)
- Write an editorial that recommends which strategies of US containment policy could be applied to the fight against terrorism today. (M, T) (EU2 EU4)
- Students will participate in a discussion on individual responsibility relating to the Holocaust and being an Upstander. (M, T) (EU1 EU4 EU5)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Age of Imperialism (Spanish American War & World War I)	30
2	World War II & Cold War Era (1939-1991)	30
3	Contemporary Wars (1991- present)	30

Instructional Materials

{Provide a list of all instructional materials used for this curriculum here. Items such as chromebooks and teaching tools such as Peardeck, EdPuzzle, etc... should NOT be listed.}

- *Unbroken* by Laura Hillenbrand
- clips from *Band of Brothers*, *The Pacific*, *Pearl Harbor*, *Saving Private Ryan*
- *Korea in HD & Vietnam in HD*
- *Four Hours In My Lai*
- *Dear America: Letters Home from Vietnam*

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.