

**Course: MD United States History 2
Unit 3 - Our Changing Nation**

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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:

New Jersey Student Learning Standards for Social Studies
(<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>)

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.1.12.A.12.a 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.A.13.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, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.

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

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.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.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.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.

New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

Transfer Goal: Students will be able to independently use their learning to analyze the political and social shifts in post World War 2 America and apply them to today's society.

As aligned with LRHSD Long Term Learning Goal(s):

Maximize independence

Advance and accomplish their personal, educational, and career goals

Make sound decisions with confidence

Self-advocate in real life situations

Positively contribute to society

Enduring Understandings

Students will understand that. . .

EU 1

- foreign policy is dependent on the political climate of other countries.

EU 2

- individuals and groups can bring about change in society through social action.

EU 3

- advancements in technology can impact the social, economic, and political climate of a country.

EU 4

- conflict can be caused by a perceived need for political, economic, or social change by a population.

Essential Questions

EU 1

- What are the differences between democracy and communism?
- Does American security depend upon the survival of its allies?
- What conditions could lead to the use of nuclear weapons?

EU 2

- What does equality look like in a society?
- What are effective means for achieving equality?
- How is the struggle for equality relative in today's society?

EU 3

- What was life like in the 1950s?
- How does technological advances impact the quality of life?
- How does technology impact the way news is spread?

EU 4

- Was containment a successful method to stop the spread of Communism?

	<ul style="list-style-type: none"> • How was the Vietnam War perceived by American citizens? • Should the military be used to help support the spread of Democracy?
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the United States utilized various approaches to combat communism (i.e. containment, detente, the Marshall Plan, massive retaliation). (6.1.12.B.12.a) • capitalism and communism are fundamentally different. (6.1.12.A.12.a) • the development and proliferation of nuclear weapons impacted American diplomacy, policies, and culture. (6.1.12.D.12.c) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • the differing ideology and methods utilized to advance the Civil Rights Movement. (6.1.12.D.13.b) (6.1.12.C.13) • the Supreme Court and national legislation advanced civil liberties and equality. (6.1.12.A.13.b) (9.4.5.GCA.1) • the fight for inequality is ongoing. (6.1.12.A.13.b) (9.4.12.IML.8) <p><i>EU 3</i></p> <ul style="list-style-type: none"> • societal changes such as the baby boom, expanding suburbs, the GI Bill of Rights, and health care advancements impacted American life. (6.1.12.B.13.a) 	<p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • analyze and interpret political cartoons. (6.1.12.B.12.a) • recognize varying viewpoints. (6.1.12.A.12.a) • utilize valid resources from various forms of media. (6.1.12.D.12.c) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • compare and contrast graphic organizers. (6.1.12.D.13.b) (6.1.12.C.13) • recognize cause and effect relationships. (6.1.12.A.13.b) (9.4.5.GCA.1) • utilize various forms of media to obtain information. (6.1.12.A.13.b) (9.4.12.IML.8) <p><i>EU 3</i></p> <ul style="list-style-type: none"> • draw inferences from factual material. (6.1.12.B.13.a) • read and interpret historical documents. (6.1.12.D.13.d)

- cultural changes in America were advanced through the emergence of rock and roll, television, and consumerism. (6.1.12.D.13.d)

EU 4

- the policy of containment and the Domino Theory were influential factors in escalating America's involvement in Vietnam. (6.1.12.D.12.d)
- Hawks and Doves emerged with differing viewpoints about the validity of America's involvement in Vietnam. (6.1.12.D.12.d)
- the various factors that contributed to the rise of the protest movement. (6.1.12.D.12.d) (9.4.5.GCA.1)

EU 4

- interpret political cartoons. (6.1.12.D.12.d)
- compare and contrast differing viewpoints. (6.1.12.D.12.d)
- read and interpret timelines (6.1.12.D.12.d) (9.4.5.GCA.1)

Stage Two - Assessment

Other Evidence: Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.

- Tests and quizzes
- Timelines
- Observations
- Current Events
- Class Discussions
- Presentations (Highlighting the accomplishments of MLK, the Freedom Riders, or the NAACP)
- Performance Assessments
- Videos ([A Brief History of the Domino Theory](#) or [What is NATO: CNBC Explains](#))
- Debates (Pro Vietnam War "hawks" vs Anti Vietnam War "doves")

Stage Three - Instruction

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.

- Research NATO and identify the members on a map. (M, T) (EU 1)
- Create a Venn Diagram comparing and contrasting Capitalism and Communism. (A, M) (EU 1)
- Read A Night Divided by Jennifer A. Nielsen. (A, M) (EU 1)
- Have students decide what would be the ten most valuable items they would need to have in a bomb shelter in the event of a nuclear attack. (M, T) (EU1)
- Create a presentation highlighting one of the leaders of the Civil Rights Movement (M) (EU 2)
- Write a letter to a leader from the Civil Rights Movement highlighting the advancements that have been made due to their efforts and comparing the struggles that minority groups still face today. (T) (EU 2)
- Choose Your Own Adventure book activity; students are given choices for various situations that confronted American citizens during the Civil Rights Movements and then make decisions to see how their story unfolds based on their choices. (M) (EU 2)
- Compare and contrast social inequalities of the 1950's to today. (T) (EU 3)
- Create a Kahoot quiz for an influential figure of the 1950s (i.e. Jonas Salk, Dwight Eisenhower, William Levitt). (M) (EU 3)
- Compare and contrast how different viruses have impacted American society. (T) (EU 3)
- Create a political cartoon communicating the concept of the Domino Theory. (M) (EU 4)
- Create a protest sign from the perspective of a Hawk or a Dove. (M) (EU 4)
- Choose a divisive issue of the Vietnam War (i.e. the draft, Kent State, Agent Orange) and debate the pros and cons. (A, M) (EU 4)
- Create a timeline documenting the events leading to America's escalation in Vietnam. (A, M) (EU 4)
- Create a timeline documenting the impactful legislation and landmark Supreme Court cases fostering racial equity. (A, M) (EU 2)