

**Course:** U.S. History II  
**Unit #4: Containment and The Cold War: 1945-1975**

**Year of Implementation:** 2021-2022

**Curriculum Team Members:** Katelynn Woll ([KWoll@lrhsd.org](mailto:KWoll@lrhsd.org)) Justin McKay ([jmckay@lrhsd.org](mailto:jmckay@lrhsd.org)) Jackie Zeigler ([jzeigler@lrhsd.org](mailto:jzeigler@lrhsd.org)) Amanda Perry ([aperry@lrhsd.org](mailto:aperry@lrhsd.org)) Eric Krastek ([ekrastek@lrhsd.org](mailto:ekrastek@lrhsd.org))

### 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:**

*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.*

*6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.*

*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.*

*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.*

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

*6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.*

*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.*

*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.*

*6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.*

*9.1.12.RM.1: Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.*

*9.1.12.RM.2: Identify types of investments appropriate for different objectives such as liquidity, income, and growth.*

*9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.*

**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.*

**Transfer Goal:**

Students will be able to independently use their learning to examine dissenting perspectives from the Cold War in order to analyze present-day conflicts.

As aligned with LRHSD long term learning goal(s):

1. Choose and analyze appropriate sources to gain content knowledge
2. Apply acquired content to connect past and present day events

3. Collaborate and interact with others in a diverse and ever-changing world
4. Independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics
5. Communicate effectively through written, oral, and visual means

Enduring Understandings

Students will understand that . . .

*EU 1*

advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living.

*EU 2*

American society and public policy are influenced by conflicting political, economic, social, & military ideologies.

*EU 3*

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

Essential Questions

*EU 1*

- What conditions could lead to the use of nuclear weapons?
- How did the Cold War affect the American economy?
- How did the Cold War stimulate technological growth?

*EU 2*

- How did Cold War ideologies strengthen or weaken our relationships with other countries?
- How did presidents differ in their use of the policy of containment to fight communism during the Cold War?
- How does public opinion influence American political policy during wartime?

*EU 3*

- How can a democratic government promote patriotism and protect national security while protecting constitutional rights during times of war?

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• How did US government policy during the Cold War and public opinion reinforce restrictions to individual freedoms?</li> </ul>   |
| <p><u>Knowledge</u><br/>Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• the ‘fronts’ of the Cold War: the space race, the arms race, and the US and Soviet Union’s influence on its’ respective allies. (6.1.12.EconNE.12.a)</li> <li>• how the fear of nuclear war impacted American culture (i.e.: arts, bomb shelters, education). (6.1.12.EconNE.12.a)</li> <li>• the non-military methods the US used to fight the spread of communism. (i.e. economic aid, cultural relations, diplomatic measures). (6.1.12.EconEM.12.a)</li> <li>• how the development of nuclear weapons affected US foreign policy. (6.1.12.HistoryCC.12.d)</li> <li>• military production created economic expansion. (9.1.12.RM.1, 9.1.12.RM.2, 9.2.12.CAP.16)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• the varying approaches of the US to the communist threat. (i.e. containment, brinkmanship, détente). (6.1.12.HistoryCC.12.a); (6.1.12.HistoryCC.12.b)</li> <li>• the tactics, military actions and outcomes of the Korean and Vietnam Wars. (6.1.12.HistoryCC.12.a)</li> <li>• how US Presidents deal with international crises as they occurred during the Cold War. (ie. Korean Conflict, Vietnam, Cuban Missile Crisis, Berlin Wall)</li> </ul> | <p><u>Skills</u><br/>Students will be able to . . .</p> <p><i>EU 1, EU 2, EU 3, EU 4</i></p> <ul style="list-style-type: none"> <li>• read and analyze primary source documents to determine different points of view.</li> <li>• draw inferences from factual material.</li> <li>• recognize and interpret different points of view.</li> <li>• detect bias in data presented in various forms.</li> <li>• compare and contrast the credibility of differing ideas, elements or accounts.</li> <li>• test the validity of the information, using criteria as source, objectivity, technical correctness, and currency.</li> <li>• research useful and valid resources in all forms of media</li> <li>• develop media literacy.</li> </ul> |

(6.1.12.HistoryCC.12.e)

- how the US interacts with other nations to address global issues. (ie. United Nations, NATO) (6.1.12.HistorySE.12.a); (6.1.12.HistorySE.12.b)

*EU 3*

- during times of conflict the government may expand its powers and/or limit civil liberties. (ie. McCarthyism, loyalty oaths, draft) (6.1.12.HistoryCC.12.c)
- the non-military methods the US used to promote government policy. (i.e. wiretapping, arrests for evading the draft). (6.1.12.EconEM.12.a)

## Stage Two - Assessment

Other Evidence:

- Tests/Quizzes
- Discussion/Debate, etc.
- Essays /DBQ
- Presentations
- Research projects
- Primary and secondary source analysis

## 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.**

- Create an annotated pictorial timeline of events leading up to the Cold war for both the Soviet Union and the U.S. (A) (EU 1, 2)

- Create a graphic organizer showing examples of the containment policy that the Truman administration developed. (A) (EU 2)
- Create political cartoons either individually, or in pairs, about a figure or an event that took place during the Cold War, i.e., McCarthy or the Rosenberg case, Vietnam. (A,M) (EU 1, 2, 3)
- Have students create a character from either a capitalist or communist country and write “pen-pal” letters to a partner about events of the Cold War. (A, M) (EU 2)
- Compare and contrast the “Red Scare” of the 50’s to the anti-immigrant feelings of today. (T) (EU 3)
- Watch “*Duck and Cover*” video from the 1950s and compare it to modern school safety drills. (M, T) (EU 1)
- Outline the 13 days of the Cuban Missile Crisis highlighting the decisions made by JFK and his administration using the JFK Library Online Exhibit. (<https://www.jfklibrary.org/learn/about-jfk/jfk-in-history/cuban-missile-crisis>) (A, M) (EU 2)
- Compare and contrast reasons for US involvement in Vietnam with that of prior conflicts. (A, M, T) (EU 2)
- In a cause-effect chart, show how US policy in Vietnam changed due to military events in Vietnam as well as domestic events in the US. (A,M) (EU 2, 3)
- Choose a divisive issue of the Vietnam War (the Draft, My Lai, Kent State, Agent Orange, Napalm) with a partner. Write a pro and con editorial. (A,M) (EU 1, 2)
- Choose and analyze a protest song from the Vietnam Era. (A, M) (EU 2)
- Students will participate in a Vietnam simulation in which they are given particular scenarios which illustrate difficult choices of the era and are asked to respond. (A, M) (EU 2, 3)
- Create a newscast discussing the facts and importance of an event from the Cold War. (A, M) (EU 1, 2, 3)
- Write a journal entry as a member of Nixon’s State Department on his trip to China and the impact you think it will have on US-Soviet relations. (M) (EU 2)
- Produce a slideshow that compares the policies of US Presidents towards communism during the Cold War. (A) (EU 1, 2)
- Write an editorial that recommends which strategies of US containment policy could be applied to the fight against terrorism today. (M, T) (EU 1,2,3)
- View excerpts from “*Thirteen Days*,” “*We Were Soldiers*,” “*Bridge of Spies*,” or other applicable Cold War films. (A, M) (EU 1,2,3)