



Marietta City Schools

District Unit Planner

Individuals and Societies IB HOTA Yr 1

Unit Title/ Topic	<i>Unit 4: Modern US History (1945 - 1990)</i>	Hours	<i>24 Hours</i>
--------------------------	--	--------------	-----------------

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

After the Second World War, the United States had to deal with drastic changes inside and outside its borders. The world changed with the Cold War as all took sides, but other change in the form of civil rights also occurred.

Unit Description and texts

This section focuses on the United States from 1945 to 1990 with a deep dive focus on the Cold War and the Civil Rights Movement. Students will learn the Georgia Standards of Excellence that pertain to the Cold War and the Civil Rights movement while also satisfying IB standards on the same. The below information will be covered:

- Causes of the Cold War
- Cold War Escalation and Proxy Wars
- Ending the Cold War/Globalization
- American Civil Rights after World War 2.
- African American Civil Rights: Key people, events, and themes
- Latin American Civil Rights: Key people, events, and themes
- Native American Civil Rights (In the US and Canada):Key people, events, and themes
- Counter Culture Movements

This unit will work to prepare students for the IB Exams by addressing Paper 3 Content and Paper 1 Skills

goals/Skills	Approaches to learning (ATL)
Skills:	<p>Category: Communication Cluster: Communication Skills Skill Indicator: Students will negotiate ideas and knowledge with peers and teachers.</p>

<p>Use of specific terminology in writing (Papers 1 and 3)</p> <p>Build analysis in writing 1 and 3)</p> <p>Build critical thinking skills with regards to historical sources (1)</p> <p>Details: Students will be able to apply their learning from this unit to an evaluation of history that helps prepare them for writing the external assessment, Internal Assessment in IB History, and the Paper 3 Essay. Students will use the OPCVL format to analyze historical sources (paper 1).</p>	<p>Category: Thinking</p> <p>Cluster: Critical Thinking Skills</p> <p>Skill Indicator: Students will gather and organize information in order to formulate an argument.</p> <p>Category: Thinking Skills</p> <p>Cluster: Transfer</p> <p>Skill Indicator: Students will be able to use the OPCVL format on a variety of sources.</p> <p>Category: Affective Skills</p> <p>Cluster: Managing State of Mind</p> <p>Skill Indicator: Students will practice focus and concentration</p>
<p>Content/skills/concepts</p>	<p>Learning process</p>
<p><u>Students will know the following content:</u></p> <p style="text-align: center;"><u>GA DoE Standards</u></p> <p><u>15: Political developments in the United States (1945–1980) and Canada (1945–1982)</u></p> <p>This section explores the domestic concerns and political developments in the United States and Canada, with a specific focus on the domestic policies and achievements of particular leaders in each country. In the United States, there is also a focus on economic development and the changes in the main political parties.</p> <p>In Canada, there is an exploration of the separatism of the Quiet Revolution.</p> <ul style="list-style-type: none"> • Truman and the Fair Deal; domestic policies of Eisenhower • Kennedy and the New Frontier; Johnson and the Great Society • Nixon’s domestic policies; Watergate and possible impeachment; Ford’s domestic policies and pardon of Nixon; Carter’s domestic policies; changes and internal conflicts within the Democratic and Republican parties in the 1960s and 1970s, and the impact on elections • Domestic policies of Canadian prime ministers: St Laurent, Diefenbaker; political stability and nationalism; social and political change under Pearson and Trudeau • Causes and effects of the Quiet Revolution; rise of Quebec nationalism, the Front de Libération du Québec (FLQ) and the October Crisis of 1970 	<p>Socratic Seminar</p> <p>Debate</p> <p>Small group/pair work</p> <p>PowerPoint lecture/notes</p> <p>Details: Students will have multiple opportunities to collaborate during this unit. They will begin to discuss how to formulate an appropriate historical question and gather various perspectives when forming an argument. Additionally, students will have opportunities to conduct their own research to find historic evidence in support of an argumentative claim. Finally, students explore various methods for note taking.</p> <p>Others:</p>

16: The Cold War and the Americas (1945–1981)

This section focuses on the development and impact of the Cold War on the region. Most of the second

half of the 20th century was dominated by the global conflict of the Cold War. Within the Americas, some

countries were closely allied to the United States and some took sides reluctantly. Many remained neutral

or sought to avoid involvement in Cold War struggles. A few, influenced by the Cuban Revolution, instituted

socialist governments. No nation, however, escaped the pressures of the Cold War, which had a significant

impact on the domestic and foreign policies of the countries of the region.

- Truman: containment and its implications for the Americas; the rise of McCarthyism and its effects on

domestic and foreign policies of the United States; social and cultural impact of the Cold War on the

Americas

- Korean War, the United States and the Americas: reasons for participation; military developments;

diplomatic and political outcomes

- Eisenhower and Dulles: New Look and its application; characteristics and reasons for the policy; short-

term and long-term impact on the region

- United States' involvement in Vietnam: the reasons for, and nature of, the involvement at different

stages; domestic effects and the end of the war; Canadian non-support of the war; Latin American

protest against the war

- United States' foreign policies from Kennedy to Carter: the characteristics of, reasons for, and successes

and failures of the policies; implications for the region: Kennedy's Alliance for Progress; Nixon's covert

operations and Chile; Carter's quest for human rights and the Panama Canal Treaty (1977)

- Cold War in one country of the Americas (except the US): reasons for foreign and domestic policies

and their implementation

17: Civil rights and social movements in the Americas post-1945

This section examines the origins, nature, challenges and achievements of civil rights and social movements

after 1945. Causes of some of these movements may be pre-1945. These movements represented the

attempts to achieve equality for groups that were not recognized or accepted as full members of society,

and they challenged established authority and attitudes.

- Indigenous peoples and civil rights in the Americas
- African Americans and the civil rights movement: origins, tactics and organizations; the US Supreme

Court and legal challenges to segregation in education; ending of segregation in the south (1955–1980)

- Role of Dr Martin Luther King Jr in the civil rights movement; the rise of radical African American

activism (1965–1968)—Black Panthers, Black Power and Malcolm X; role of governments in civil rights

movements in the Americas

- Feminist movements in the Americas; reasons for emergence; impact and significance
- Hispanic American movement in the United States; Cesar Chavez; immigration reform
- Youth culture and protests of the 1960s and 1970s: characteristics and manifestation of a counter-culture

SSUSH20 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.

- a. Analyze the international policies and actions developed as a response to the Cold War including containment, the Marshall Plan, the Truman Doctrine, and the Korean War.
- b. Connect major domestic issues to their social effects including the G.I. Bill, Truman's integration policies, McCarthyism, the National Interstate and Defense Highways Act, and Brown v. Board of Education.
- c. Examine the influence of Sputnik on U.S. technological innovations and education.

SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations

- a. Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.
- b. Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson's Great Society, following the assassination of John F. Kennedy.
- c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.
- d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.
- e. Describe the social and political turmoil of 1968 including the reactions to assassinations of Martin Luther King, Jr., and Robert F. Kennedy, the Tet Offensive, and the presidential election.

SSUSH22 Analyze U.S. international and domestic policies including their influences on

technological advancements and social changes during the Nixon, Ford, and Carter administrations.

a. Analyze the international policies and actions taken as a response to the Cold War including the opening of and establishment of diplomatic relations with China, the end of U.S. involvement in Vietnam, the War Powers Act, the Camp David Accords, and Carter’s response to the 1979 Iranian Revolution and hostage crisis.

b. Connect major domestic issues to their social effects including the creation of the Environmental Protection Agency, the emergence of the National Organization for Women, Nixon’s resignation due to the Watergate scandal, and his pardon by Ford.

SSUSH23 Assess the political, economic, and technological changes during the Reagan, George H.W. Bush, Clinton, George W. Bush, and Obama administrations.

a. Analyze challenges faced by recent presidents including the collapse of the Soviet Union, Clinton’s impeachment, the attacks of September 11, 2001, and the war against terrorism.

b. Examine economic policies of recent presidents including Reaganomics.

c. Examine the influence of technological changes on society including the personal computer, the Internet, and social media.

d. Examine the historic nature of the presidential election of 2008.

Students will develop the following skills:

Map and Globe Skills: 1, 3, 4, 5, 6, 7, 8, 11, 12, 17

Information Processing Skills: 1, 2, 3, 5, 6, 8, 10, 11, 17

15: Political developments in the United States (1945–1980) and Canada (1945–1982)
This section explores the domestic concerns and political developments in the United States and Canada, with a specific focus on the domestic policies and achievements of particular leaders in each country. In the United States, there is also a focus on economic development and the changing composition of the main political parties.

16: The Cold War and the Americas (1945–1981)
This section focuses on the development and impact of the Cold War on the region. Most of the second half of the 20th century was dominated by the global conflict of the Cold War. Within the Americas, some countries were closely allied to the United States and some took sides reluctantly. Many remained neutral or sought to avoid involvement in Cold War struggles. A few, influenced

by the Cuban Revolution, instituted socialist governments. No nation, however, escaped the pressures of the Cold War, which had a significant impact on the domestic and foreign policies of the countries of the region.

Students will grasp the following concepts:

See above

Language and Learning	TOK Connections	CAS connections
<p>Activating background knowledge</p> <p>Details: Students will be required to master a broad base of historic information and knowledge in order to construct effective arguments.</p>	<p>Ways of knowing</p> <p>Details: Students will explore how information is passed from one group or time period to the next. Students will examine the concept of “American Exceptionalism” and how it still survives in the American identity today.</p>	<p>Activity</p> <p>Details: Students will debate the merits of both the expansionist and anti-imperialist views in the US and one other American country.</p>

Essential Understandings and Questions

Factual:

Examine the impact of the Civil Rights Act of 1964 on African Americans in the United States.

Examine the reasons for the outbreak of the Cold War

Conceptual:

To what extent did ideological differences shape the development of the Cold War in the Americas between 1945 and 1962?

Compare the methods used by the African American civil rights movement and one other civil rights movement in the Americas.

Debatable:

“Civil rights movements in the Americas achieved more social change than political change.” Discuss with reference to two movements.

“United States intervention in Latin America during the Cold War was motivated primarily by economic interests rather than security concerns.” Discuss with reference to two countries.

Common Assessment Tasks
List of formative and summative assessments.

DP Assessments	<p>Assessment Objectives: Students will continue to demonstrate the ability to establish an historic thesis (claim) and support it with relevant and appropriate information. Accurately use the OPCVL framework with regards to an historic claim. Students will master a body of information. Students will begin to learn effective research skills and continue using historical thinking skills.</p>	Formative Assessments	<p>Vocabulary Quiz or Quizzed OPCVL Activity Student Created Learning Materials</p>	Summative Assessments	<p>HOTA Paper 3: Section 15: Students will complete a constructed response to the prompt of their choice</p> <p>HOTA Paper 3: Section 16: Students will complete a constructed response to the prompt of their choice</p> <p>HOTA Paper 3: Section 17: Students will complete a constructed response to the prompt of their choice</p>
-----------------------	--	------------------------------	---	------------------------------	---

Learning Experiences

Add additional rows below as needed.

Topic or Content	Learning Experiences	Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB
15: Political developments in the United States (1945–1980) and Canada (1945–1982)	Create a timeline of North American political events.	Students will have choices as to what events merit placement on the timeline.
16: The Cold War and the Americas (1945–1981)	Create a priority ladder of causes and results of the Cold War	Students will justify their answers with relevant factual sources and information.
16: The Cold War and the Americas (1945 - 1981)	Connections to Dr. Seuses' <i>The Butter Battle Book</i>	Students will use prior knowledge and basic information to connect the Cold War to the book and then write an ending for the book.

Content Resources

Additional supports in this unit should include:

