

Englewood Public Schools

United States History II

High School

Unit II - The New Deal to the Cold War

Overview: In this unit, students will examine the early-1930s in light of the New Deal, learn about WWII, and will continue their studies up through the Cold War. They will complete lessons and activities that further their knowledge of American culture and history while developing their writing and critical thinking skills.

Time Frame: 35 to 45 Days

Enduring Understandings:

President Roosevelt sought to end the Great Depression through the federal programs of the New Deal.

Dictators in the Soviet Union, Italy, Germany, and Spain formed repressive governments in the 1920s and 1930s.

During World War II, the Nazis carried out a brutal plan that resulted in the deaths of 6 million Jews and millions of other victims.

At the end of World War II, conflicting goals for the future of Europe led to growing hostility between the United States and the Soviet Union.

During the 1950s, the Cold War spread around the world. At home, McCarthyism caused fear and distrust.

Essential Questions:

What lasting effects can be attributed to the New Deal?

How did Hitler rise to power in Germany and Europe in the 1930s?

What events marked the end of the war in Europe?

How did Germany's policies toward Jews develop from murder into genocide?

How was the Cold War waged in Southeast Asia, the Middle East, and Latin America during the 1950s?

How did the arms race develop?

Standards	Topics and Objectives	Activities	Resources	Assessments
6.1.12.A.10.a Evaluate the arguments regarding the role of the federal government during the New Deal era.	Topics Forging a New Deal The New Deal's Critics Last Days of the New Deal	Instructors will select text and experiences from <i>American Pathways to Present</i> to provide a foundation of understanding of the New Deal. (RL.9-10.1, RL.9-10.2)	Text <i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter 23 The New Deal, 1933-1941 Lesson Plan:	Formative Assessment: <i>America Pathways to the Present</i> , Prentice Hall, 2004, Section Reading Comprehension Questions and Critical Thinking Writing

<p>Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.</p> <p>6.1.12.A.10.c Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.</p> <p>6.1.12.B.10.a Assess the effectiveness of New Deal programs designed to protect the environment.</p> <p>6.1.12.C.10.a Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.</p> <p>6.1.12.C.10.b Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.</p>	<p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C's • Global Awareness • Civic Literacy • Financial Literacy <p>Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate their understanding of how Franklin and Eleanor Roosevelt restore the nation's hope. • Describe some of the New Deal programs and how they began to falter. • Identify the ramifications of the 1936 election. • Describe the factors that led to the recession of 1937. • Consider the effects of the New Deal on American culture and present day. 	<p>Students will enhance their understanding of the New Deal by examining the role of the government. (CRP2)</p> <p>Students participate in a class debate about, "Was the New Deal a success or failure?" (NJSLSA.SL1, CRP4)</p> <p>Students participate in three lessons to experience FDR's Fireside Chats:</p> <ol style="list-style-type: none"> 1. Listening to the Fireside Chats 2. Letters from Listeners 3. Cartoon Analysis (CRP2) <p>Instructors can select from a variety of lessons in Mr. Roosevelt Comes to Champaign County: An Examination of the New Deal</p> <ol style="list-style-type: none"> 1. Election of 1932 2. Let's Make a Deal 3. The Buildings of the PWA 4. The New Deal in Action 5. December 28, 1935 6. Critics of FDR 7. Proposing a New "New Deal" (CRP2, CRP8) <p>Students analyze primary sources to infer the problems facing the country during the Great Depression. (RL.9-10.7)</p>	<p>New Deal SAC Lesson Plan, Stanford Education Group, Reading Like a Historian</p> <p>Web-based Resources:</p> <p>The Role of Government and the New Deal, PBS.org http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/1930s-teachers-resource/</p> <p>Mr. Roosevelt Comes to Champaign County: An Examination of the New Deal, Marshall Schacht http://www.usd116.org/profdev/ahtc/lessons/SchachtFel09/SchachtFel09Lesson2.htm</p> <p>The New Deal Teacher's Guide, Library of Congress http://www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/</p> <p>The Federal Government, How Much is Too Much? Teach21 Project Based Learning http://wveis.k12.wv.us/teach21/public/project/Guide.cfm?upid=3466&tsele1=4&tsele2=11</p>	<p>Summative Assessment: <i>America Pathways to the Present</i>, Prentice Hall, 2004, Chapter Review and Assessment</p> <p>Benchmark Assessment: Midterm Assessment</p> <p>Alternative Assessments:</p> <p>http://www.schrockguide.net/assessment-and-rubrics.html</p> <p>Performance based evaluation using rubrics (http://rubistar.4teachers.org/index.php)</p> <p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p> <p>Types of Assessments: https://www.teachthought.com/pedagogy/6-types-assessment-learning</p>
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6.1.12.D.10.c

Explain how key individuals, including minorities and women (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt), shaped the core ideologies and policies of the New Deal.

6.1.12.D.10.d

Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Students will create a multi-media presentation recommending a social program that came out of the Great Depression to Americans today. **(CRP11, NJSLSA.W1, NJSLSA.W2)**

6.1.12.A.11.a
Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes.

6.1.12.A.11.b
Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.

6.1.12.A.11.c
Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.

6.1.12.B.11.a
Explain the role that geography played in the development of military strategies and weaponry in World War II.

Topics	Instructors will select text and experiences from <i>American Pathways to Present</i> to provide a foundation of understanding of the WWII from 1931 until 1941. (CRP2, CRP8)	Text	Formative Assessment:
Rise of Dictators		<i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter 24 World War II: The Road to War, 1931-1941	<i>America Pathways to the Present</i> , Prentice Hall, 2004, Section Reading Comprehension Questions and Critical Thinking Writing
Europe Goes to War			
Japan Builds an Empire			
From Isolationism to War	Instructors can select from a variety of lessons regarding, The Road to Pearl Harbor: The United States and East Asia, 1915-1941	Web-Based Resources: The Road to Pearl Harbor: The United States and East Asia, 1915 – 1941, EDSITEMent! https://edsitement.neh.gov/curriculum-unit/road-pearl-harbor-united-states-and-east-asia-1915-1941	Summative Assessment: <i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter Review and Assessment
Twenty-First Century Themes and Skills include:	1. The Growth of U.S. – Japanese Hostility, 1915-1932 2. America and the Sino-Japanese Conflict, 1933-1939 3. Japan’s “Southern Advance” and the March toward War, 1940 – 1941 4. The Failure of Diplomacy, September – December 1941 (CRP2)	World War II in Photographs: A Visual Timeline Lesson http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/ww2-timeline-lesson.html	Alternative Assessments: http://www.schrockguide.net/assessment-and-rubrics.html
Objectives		Lesson Plan: Debating Problems in History, UC Berkeley History-Social Science Project	Performance based evaluation using rubrics (http://rubistar.4teachers.org/index.php)
Students will:			Portfolio of student work
• Describe how Stalin changed the government and the economy of the Soviet Union.	Students will participate in activities where they match photographs, captions and dates as they work together to construct a timeline of the events of WWII up to 1941. (CRP2, CRP8)		Oral presentations
• Explain the origins and goals of the fascist Italian government.			Self-evaluation, Peer evaluation
• Identify how Hitler rose to power in Germany and Europe in the 1930s.	Students will debate the question, “Should the United		Types of Assessments: https://www.teachthought.com/pedagogy/6-
• Diagram how the German invasions of Poland led to war with Britain and France.			

	<ul style="list-style-type: none"> • Explain the causes and effects of Japan's growing military power. • Consider why Japan looked beyond China for future expansion. • Account for the United States neutrality during the 1930s. • Demonstrate how Japan's attack on Pearl Harbor lead the United States to declare war. 	<p>States have entered World War II before the bombing of Pearl Harbor?" (NJSLA.SL1, CRP4)</p>	<p><u>types-assessment-learning</u></p>
<p>6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so.</p> <p>6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p> <p>6.1.12.C.11.a Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war</p>	<p>Topics</p> <p>Mobilization</p> <p>Retaking Europe</p> <p>The Holocaust</p> <p>The War in the Pacific</p> <p>The Social Impact of War</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C's • Global Awareness • Civic Literacy • Financial Literacy <p>Objectives</p> <p>Students will:</p>	<p>Instructors will select text and experiences from <i>American Pathways to Present</i> to provide a foundation of understanding of the WWII from 1941 to 1945. RL.9-10.1, RL.9-10.2)</p> <p>Students will implement a Project-based Learning Unit on World War II. (CRP2, CRP8)</p> <p>Students will write a historical fiction story about an American and their experiences during WWII. (NJSLA.W2)</p> <p>Students will examine propaganda and public opinion from WWII by considering the role that</p>	<p>Text</p> <p><i>America Pathways to the Present</i>, Prentice Hall, 2004, Chapter 25 World War II: Americans at War, 1941-1945</p> <p><u>Web-based Resources:</u></p> <p>The Changing Face of Women, Propoganda and Popular Opinion from WWII, The National WWII Museum http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/changing-face-of-women.html</p> <p>Beyond Rosie the Riveter: Women's Contributions During World War II, Sean</p> <p>Formative Assessment: <i>America Pathways to the Present</i>, Prentice Hall, 2004, Section Reading Comprehension Questions and Critical Thinking Writing</p> <p>Summative Assessment: <i>America Pathways to the Present</i>, Prentice Hall, 2004, Chapter Review and Assessment</p> <p>Alternative Assessments:</p> <p><u>http://www.schrockguide.net/assessment-and-rubrics.html</u></p>

<p>shift back to domestic production.</p> <p>6.1.12.C.11.b Relate new wartime inventions to scientific and technological advancements in the civilian world.</p> <p>6.1.12.D.11.a Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.</p> <p>6.1.12.D.11.b Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship <i>New Jersey</i>) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.</p> <p>6.1.12.D.11.c Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they</p>	<ul style="list-style-type: none"> • Describe how the government mobilized the economy for the war. • Consider how the war affected life on the home front. • Explain the role that air power played in the war in Europe. • State the events that marked the end of the war. • Contemplate the numerous ways that Germany persecuted Jews in the 1930s. • Explain how the Allied forces turned the tide of the war in the Pacific. • Explain how the Manhattan Project ended the war. 	<p>women played in the military and industry. (RL.9-10.7)</p> <p>Instructors select from three lessons that emphasize women's role in WWII:</p> <ol style="list-style-type: none"> 1. Rosie 2. Women at War, Women at Work, and Women at Home 3. The Faces of War (CRP2) <p>Students will look closely at primary sources and engage in in-depth inquiry to evaluate contributions of African Americans in World War II and assess how segregation and racial attitudes of the 1930s-1940s affected their involvement. (RL.9-10.7)</p> <p>By reading and analyzing two poems written by African American women during WWII, students will gain an understanding of the attitudes and outlooks of African Americans toward racial discrimination during the war. (RL.9-10.7)</p> <p>Students will analyze FDR's <i>Day of Infamy</i> speech, learn the facts of Pearl Harbor, and compare and contrast the attack on Pearl Harbor with</p>	<p>Irwin, The Gilder Lehrman Institute of American History https://www.gilderlehrman.org/history-by-era/world-war-ii/resources/beyond-rosie-riveter-womens-contributions-during-world-war-ii</p> <p>Creative Voices, Interpreting African American Poetry in WWII, The National WWII Museum http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/creative-voices-african-american-poetry.html</p> <p>"Sorry, no meat today." Government Rationing During World War II, Bess Truman; National First Ladies Museum http://www.firstladies.org/curriculum/curriculum.aspx?Curriculum=1639</p> <p>Redefining How We Teach Propaganda, US Holocaust Museum https://www.ushmm.org/educators/lesson-plans/redefining-how-we-teach-propaganda</p> <p>Does History Repeat Itself? Project Exchange http://www.envisionprojects.org/pub/env_p/35.html</p>	<p>Performance based evaluation using rubrics (http://rubistar.4teachers.org/index.php)</p> <p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p> <p>Types of Assessments: https://www.teachthought.com/pedagogy/6-types-assessment-learning</p>
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experienced in the military and workforce.

6.1.12.D.11.d

Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.1.12.D.11.e

Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

RH.9-10.1. Accurately cite strong and thorough textual evidence, to

the September 11 terrorist attacks on the United States. (NJSLSA.W1, NJSLSA.W2)

Students will participate in a simulation to have a first hand understanding of the need for rationing during WWII. (CRP8)

Students will participate in several lessons regarding the Holocaust and how the Germans used propaganda to control its populace.

1. Introduction to the Holocaust, Analyzing Propaganda from the Exhibit
2. Visiting State of Deception: The Power of Nazi Propaganda
3. Exploring State of Deception's Online Exhibition
4. Reflection and Discussion Connecting Past and Present
5. Propaganda Today
6. Moving to Action (CRP2)

Through writing and recording an audio commentary, students will answer the question: Does History Repeat Itself? Students will examine the

NJ Holocaust Commission:

World Map:

<https://www.nj.gov/education/holocaust/resources/>

Lesson Plan:

African American Involvement in World War II, Middle Tennessee State University

A Day of Infamy, Analyzing FDR's Pearl Harbor Speech, The National D-Day Museum

The Hispanic Experience in World War II, The War, A Ken Burns Film, PBS.org

support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

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.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

roles of upstanders and bystanders during the Holocaust and relate them to another historical or present day event. **(CRP11, NJSLSA.SL1, CRP2)**

Students will conduct three activities to enhance their understanding of the Pacific War.

1. Japanese Strategies in 1941-1942
2. Allied Strategies in 1941-1942
3. Anti-Japanese Sentiment in the US **(CRP2, CRP8)**

Students will reflect on the connections between Hispanic and other minority groups' experiences during World War II, including African Americans, Japanese Americans and Native Americans. **(NJSLSA.W1, CRP8)**

Students will:
Discuss general theories of human nature; define and examine examples of prejudice.

Students will evaluate the moral choices and decisions that impacted individuals, society, and history during the Holocaust.

NJ Holocaust Commission, Universal Design for Learning: Using Moral Choices to Teach the Holocaust: [Grades 9-12](#)

Formative Assessment:
Teacher should select a formative assessment which best fits the needs of the students.
<https://www.nj.gov/education/holocaust/curriculum/Universal9-12.pdf>

<p>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.</p> <p>6.1.12.A.12.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.</p> <p>6.1.12.A.12.c Explain how the Arab-Israeli conflict influenced American foreign policy.</p> <p>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.</p> <p>6.1.12.D.12.d Compare and contrast American public support of the government and</p>	<table><tr><th>Topics</th><th></th><th>Instructors will select text and experiences from <i>American Pathways to Present</i> to provide a foundation of understanding of the Cold War. 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	<ul style="list-style-type: none">• Explain how 1945 was a critical year in US foreign relations.• Consider the post war goals of the US and the Soviet Union.• Explain what the Iron Curtain was.• Describe how the Marshal Plan, the Berlin airlift and NATO help to achieve American goals in postwar Europe.• Consider Communist advances affect on	<ol style="list-style-type: none">1. Cold War Lesson Plan PPT2. Cuban Missile Crisis3. Guatemala OUT4. Korean War OUT PPT5. Truman and MacArthur6. Gulf of Tonkin Resolution Students will read accounts from North Korea and South Korea regarding how the war began and respond to evidence-based text questions. (RL.9-10.1, RL.9-10.2)	Cold War, Stanford History Education Group http://sheg.stanford.edu/node/41 The Korean War: “Police Action,” 1950–1953, EDSITEment! https://edsitement.neh.gov/lesson-plan/korean-war-police-action-1950-1953#sect-activities <u>Lesson Plan:</u>	Performance based evaluation using rubrics (http://rubistar.4teachers.org/index.php) Portfolio of student work Oral presentations Self-evaluation, Peer evaluation Types of Assessments: https://www.teachthought.com/pedagogy/6-																																										

<p>military during the Vietnam War with that of other conflicts.</p> <p>6.1.12.D.12.e Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.</p> <p>RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>American foreign policy.</p> <ul style="list-style-type: none"> Describe how Communist expansion in Asia set the stage for the Korean War. State the three stages of the war and who fought in the war. Expand upon the characteristics of the McCarthy era. Explain how the arms race developed. 	<p>Instructors can select from a variety of lessons regarding the Korean War:</p> <ol style="list-style-type: none"> Public Opinion and the Korean War Truman vs. MacArthur The Decision to Cross the 38th Parallel The Decision to Intervening Korea 	<p>Who started the Korean War? Stanford History Education Group</p>	<p><u>types-assessment-learning</u></p>
<p>6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.</p>	<p>Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> Learn about the importance of the 	<p>Students will learn about the importance and development of the Tuskegee Airmen. The students will create a list of questions and answers to be used in the Tuskegee Airmen Challenge Game that will</p>	<p>The New Jersey Amistad Commission Interactive Curriculum, Unit Eleven, America in the 1920's and 1930's: Cultural, Political, and Intellectual Development & the New Deal,</p>	<p>Formative Assessment:</p> <p>The New Jersey Amistad Commission Interactive Curriculum, Unit Twelve, America in the Aftermath of</p>

<p>6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.</p> <p>6.1.12.A.13.a Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.</p> <p>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.</p>	<p>Tuskegee Airmen during WWII.</p> <ul style="list-style-type: none"> Gain an appreciation of African American artist and poets and their contribution to American culture and arts. Expand upon their knowledge of Brown vs. Board of Education by understanding cases that came before this landmark decision. 	<p>display the Tuskegee Airmen’s contribution to changing racial standards in the military. (NJSLSA.W1, CRP2, CRP8)</p> <p>Students will consider the works of Marilyn Nelson as they read her poetry and consider her father, a famous Tuskegee Airman. (CRP2)</p> <p>Students will read about Ella Fitzgerald and respond to text-based questions about her rise to fame as “The First Lady of Jazz” (RL.9-10.1, RL.9-10.2)</p> <p>Students will examine the role that Mendez v. Westminster played in the ruling determined in Brown v. Board of Education. Students will gain an understanding that racial segregation did not only exist in terms of blacks and whites. The students will create a storyboard to depict the main ideas in Mendez v. Westminster. They will then analyze each other’s storyboards, as individuals or in groups, to clarify the details of the case. (NJSLSA.W1, NJSLSA.SL1)</p>	<p>Industrialization and Global Conflict, Tuskegee Airmen</p> <p>The New Jersey Amistad Commission Interactive Curriculum, Unit Eleven, America in the 1920’s and 1930’s: Cultural, Political, and Intellectual Development & the New Deal, Industrialization and Global Conflict, Lonely Eagles, Marilyn Nelson</p> <p>The New Jersey Amistad Commission Interactive Curriculum, Unit Eleven, America in the 1920’s and 1930’s: Cultural, Political, and Intellectual Development & the New Deal, Industrialization and Global Conflict, Ella Sings at the Apollo (How a Young Girl from Virginia Became the First Lady of Jazz)</p> <p>The New Jersey Amistad Commission Interactive Curriculum, Unit Twelve, America in the Aftermath of Global Conflict: Domestic and Foreign Challenges, Implications and Consequences & the Era of Reform, Mendez v. Westminster</p>	<p>Global Conflict: Domestic and Foreign Challenges, Implications and Consequences & the Era of Reform, DBQ</p> <p>The New Jersey Amistad Commission Interactive Curriculum, Unit Twelve, America in the Aftermath of Global Conflict: Domestic and Foreign Challenges, Implications and Consequences & the Era of Reform, Common Core Assessment – John Tyler Morgan, “Shall Negro Majorities Rule?” (1889)</p>
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RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

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.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Students consider the trials and challenges of African Americans as they strived for equal rights, education, and protection under the law as they watch and desegregation. (CRP2, CRP8)

The New Jersey Amistad Commission Interactive Curriculum, Unit Twelve, America in the Aftermath of Global Conflict: Domestic and Foreign Challenges, Implications and Consequences & the Era of Reform, Desegregation PPT

Key Vocabulary: New Deal, public works program, Civilian Conservation Corps (CCC), Agricultural Adjustment Administration (AAA), Tennessee Valley Authority (TVA), Wagner Act, Social Security System, American Liberty League, deficit spending, national debt, sit-down strike, totalitarianism, fascism, Nazism, Axis Powers, blitzkrieg, Resistance, Manchurian Incident, Greater East Asia Co-Prosperity Sphere, Neutrality Acts, America First Committee, Lend-Lease Act, Selective Training and Service Act, GI, Office of War Mobilization, Atlantic Charter, D-Day, Battle of the Bulge, Holocaust, Kristallnacht, Warsaw ghetto, Wannsee Conference, War Refugee Board, Nuremberg Trials, Bataan Death March, Geneva Convention, Battle of the Coral Sea, Battle of Midway, Battle Guadalcanal, Battle of Leyte Gulf, kamikaze, Battle of Iwo Jima, Battle of Okinawa, Manhattan Project, Congress of Racial Equality, bracero, Nisei, iron curtain, Cold War, Truman Doctrine, Marshal Plan, Berlin airlift, North Atlantic Treaty Organization (NATO), Warsaw Pact, House Un-American Committee (HUAC), Hollywood Ten, McCarran-Walter Act, 38th Parallel, Korean War, McCarthyism, brinkmanship, Sputnik

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/. This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">● Use graphic organizers● Speak and display terminology● Teacher modeling● Peer modeling● Provide ELL students with multiple literacy strategies.● Word walls● Use peer readers● Give page numbers to help the students find answers● Provide a computer for written work● Provide two sets of	<ul style="list-style-type: none">● Utilize modifications & accommodations delineated in the student’s IEP● Work with paraprofessional● Use multi-sensory teaching approaches.● Work with a partner● Provide concrete examples● Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA).● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-	<ul style="list-style-type: none">● Use graphic organizers● Using visual demonstrations, illustrations, and models● Give directions/instructions verbally and in simple written format. Oral prompts can be given.● Peer Support● Increase one on one time● Teachers may modify instructions by modeling what the student is expected to do● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.● Review behavior expectations	<ul style="list-style-type: none">● William and Mary Social Studies curriculum for gifted learners: https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum● Inquiry-based instruction● Independent study● Higher order thinking skills● Adjusting the pace of lessons● Interest based content● Real world scenarios● Student Driven Instruction● Use project-based learning● Structure the learning around explaining or solving a social or

<p>textbooks, one for home and one for school</p> <ul style="list-style-type: none"> ● Provide visual aides ● Provide additional time to complete a task 	<p>auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).</p>	<p>and make proper adjustments for personal space or other behaviors as needed.</p> <ul style="list-style-type: none"> ● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	<p>community-based issue.</p> <ul style="list-style-type: none"> ● Collaborate with after-school programs or clubs to extend learning opportunities.
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Career Ready Practices:

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

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

CRP11: Use technology to enhance productivity.

Integration of Technology Standards NJSL 8:

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.

Integration of 21st Century Standards NJSL 9:

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

Interdisciplinary Connections: ELA-NJSL/ELA:

RL.9-10.1: Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).

NJSLSA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Anchor Standards:

NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.