



Marietta City Schools
2023–2024 District Unit Planner

US and World Affairs

Unit title	<i>Unit 3: The US' Role in the Cold War and Beyond</i>	Unit duration (hours)	<i>33 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Standards

7. Topic: Post-World War II Europe Traces and analyzes selected cultural, economic, political and historical patterns in post-World II Europe (e.g Marshall Plan, NATO, Fall of Berlin Wall and Reunification of Germany, Break-up of Soviet Union, European Union, Balkan Break-up, End of Cold War,).

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 (**in most cases they failed**) developed as a response to the Cold War including containment, the Marshall Plan, the Truman Doctrine, and the Korean War (**country divided**) **Cuban Revolution and VietNam (failure- became communist)**
- 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.

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 (**G.H.W Bush worked with Russian Leaders to reduce threats and economic reform**)
- b. Examine economic policies of recent presidents including Reaganomics.

8. Topic: Post-World War II Middle East Traces and analyzes selected cultural, economic, political and historical patterns in post-World War II Middle East (e.g., West Bank, Arab Oil Embargo, Camp David Accords, Iranian Hostage Situation, Desert Storm.) Israeli-Arab conflict/US relations.

SSUSH22 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Nixon, Ford, and Carter administrations. (DESCRIBE DOMESTIC AND INTERNATIONAL IMPACTS)

- a. ...the Camp David Accords, and Carter's response to the 1979 Iranian Revolution and hostage crisis (**failed rescue attempt**).

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

a. the attacks of September 11, 2001, and the war against terrorism.

9. Topic: Post-World War II Africa: Traces and analyzes selected cultural, economic, political and historical patterns in post-World War II Africa (e.g., Independence Movements, Famines and Epidemics (Aids), Rise of Apartheid, U. S. Sanctions and End of Apartheid in South Africa-Mandela).

SSWH21 Examine change and continuity in the world since the 1960s.

a. Identify ethnic conflicts and new nationalisms, include: Pan-Africanism, Pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda. *Discuss the role of the US*

SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.

c. Analyze the rise of nationalism and the revolutionary movements in Asia (i.e. India and China) and Africa. *Discuss the role of the US*

d. Analyze opposition movements to existing political systems, include: anti-apartheid

10. Topic: Post-World War II Asia and Oceania Traces and analyzes selected cultural, economic, political and historical patterns in post-World War II Asia and Oceania (e.g., Korean War, Vietnam, Opening of China, U.S. recognition of China over Taiwan, Shift of Manufacturing to Japan and the Far East [auto, electronics, clothing], trade deficit).

SSUSH22 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Nixon, Ford, and Carter administrations. (DESCRIBE DOMESTIC AND INTERNATIONAL IMPACTS)

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

11. Topic: Post-World War II Americas Traces and analyzes selected cultural, economic, political and historical patterns in post-World War II Americas (e.g., Civil Rights Movement, Bay of Pigs, Cuban Missile Crisis, Drug Trade, USMCA, Immigration, 1996 Summer Olympics).

SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations (DESCRIBE DOMESTIC AND INTERNATIONAL IMPACTS)

a. Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba (**Cuban Invasion and embargo**)...

b. Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson's Great Society (**war on poverty, improved medical treatment for the poor, affirmative action, civil rights laws**), following the assassination of John F. Kennedy.

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. (**Include Brown v. Board 1954**)

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.

12. Topic: Post-Cold War Relations Traces the nature of cooperation and conflict among major nations after the Cold War. Russia/Ukraine War and US involvement.

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... Clinton's impeachment...

b. Examine economic policies of recent presidents including Reaganomics.

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

Concepts/Skills to be Mastered by Students

Information Processing Skills:

1. compare similarities and differences
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
10. analyze artifacts
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
14. formulate appropriate research questions
15. determine adequacy and/or relevancy of information
16. check for consistency of information
17. interpret political cartoons

Map and Globe Skills:

4. compare and contrast the categories of natural, cultural, and political features found on maps
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain impact of geography on historical and current events
8. draw conclusions and make generalizations based on information from maps
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

Literacy Standards:

- L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- L9-10RHSS5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
- L11-12RHSS6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author's claims.
- L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.
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- L9-10WHST1: Write arguments focused on discipline-specific content.
- L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L9-10WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Essential Questions

Factual:

What were the major U.S. policies in post WWII Europe? (Marshall Plan, NATO, Fall of Berlin Wall and Reunification of Germany, Break-up of Soviet Union, European Union, Balkan Break-up)

What were the major U.S. policies in post WWII Southwest Asia (Middle East)?

What challenges did Presidents e Reagan, George H.W. Bush, Clinton, George W. Bush, and Obama face during their administrations? (West Bank, Arab Oil Embargo, Camp David Accords, Iranian Hostage Situation, Desert Storm, Israeli-Arab conflict/US relations)

What were the major U.S. policies in post WWII Africa? (, Independence Movements, Famines and Epidemics (Aids), Rise of Apartheid, U. S. Sanctions and End of Apartheid in South Africa-Mandela)

What were the major U.S. policies in post WWII Asia and Oceana? (Korean War, Vietnam, Opening of China, U.S. recognition of China over Taiwan, Shift of Manufacturing to Japan and the Far East [auto, electronics, clothing], trade deficit)

What were the major U.S. policies in post WWII Americas? (Civil Rights Movement, Bay of Pigs, Cuban Missile Crisis, Drug Trade, USMCA, Immigration, 1996 Summer Olympics).

Conceptual:

How did culture change following WWII?

How did the G.I. Bill, Truman's integration policies, McCarthyism, the National Interstate and Defense Highways Act, and Brown v. Board of Education change American society?

How do Presidents and their administrative policies impact the U.S. and other nations around the world?

How did President Reagan influence US economic policies?

How has the U.S. cooperated with major nations after the Cold War?

Debatable:

Were U.S. international and domestic Cold War policies successful or not- explain your answer?

Which post-WWII president was the most successful? Which was the least?

Why should America be involved in issues around the world? Why should they now?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

Summative Assessment(s):

The 1960s top 5 Students investigate major events of the 1960s and create a top 5 list of events they feel most contributed to the social and political turmoil in the US during the decade with evidence and reasons to support their claim. [PBS has a timeline of events](#) to use as a resource.

Learning Experiences

Add additional rows below as needed.

Objective 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.
<p>Topic 7: Traces and analyzes selected cultural, economic, political and historical patterns in post-World II Europe (e.g Marshall Plan, NATO, Fall of Berlin Wall and Reunification of Germany, Break-up of Soviet Union, European Union, Balkan Break-up, End of Cold War,).</p>	<p>USH20 Student Created Document Analysis groups will collaborate to gather documents related to element a or b and compile them into a document based inquiry. Have teams swap inquiries to complete them.</p> <p>USH23a Cause and Effect Map complete a cause and effect map of major events leading to the fall of the Soviet Union (Opening activity- analysis of the current Russia and Ukraine Conflict- How did the past influence today?)</p> <p>USH23b Reagan Election Commercial Project Students will investigate, using Reaganomics SAC, Reagan’s economic plans for the US. They will then create an original commercial or campaign poster or story board promoting Reagan for President.</p>	
<p>Topic 8: Traces and analyzes selected cultural, economic, political and historical patterns in post-World War II Middle East (e.g., West Bank, Arab Oil Embargo, Camp David Accords, Iranian Hostage Situation, Desert Storm.)</p>	<p>USH22a Read the Excerpt from Carter’s Speech (Discovery Ed) Respond in a short essay: Why do you think Carter ended his speech the way he did (last paragraph)? (Connection to current events- Biden in Southwest Asia and peacekeeping efforts of today.)</p>	

<p>Israeli-Arab conflict/US relations.</p>	<p>SSUSH22a Explore the events of the Iran Hostage Crisis at Discovery Education (Video, Reading Passage, and Graphic Organizer) and create a timeline of events</p> <p>SSUSH23a- create a cause and effect chain highlighting the events of September 11 and the subsequent effects on the Bush Presidency and the war against terror-</p>	
<p>Topic 9: Traces and analyzes selected cultural, economic, political and historical patterns in post-World War II Africa (e.g., Independence Movements, Famines and Epidemics (Aids), Rise of Apartheid, U. S. Sanctions and End of Apartheid in South Africa-Mandela)</p>	<p>SSWH20 and 21 (we pulled from WH because there is no US GSE related to this topic)</p> <p>Divide students into teams to research a topic from the standard. Students create a 30-60 second speech describing their event and the role of the US (Pecha Kucha) Create a google slide, Canva, PowerPoint, etc. Narrate and record their presentation and post to Schoology Discussion</p>	
<p>Topic 10: Traces and analyzes selected cultural, economic, political and historical patterns in post-World War II Asia and Oceania (e.g., Korean War, Vietnam, Opening of China, U.S. recognition of China over Taiwan, Shift of Manufacturing to Japan and the Far East [auto, electronics, clothing], trade deficit).</p>	<p>(Opening- current event, China and Taiwan, and how we got there)</p> <p>Post WWII Asia and US Infographic: Assign partners one of the suggested topics from the standard. Create an infographic using Piktochart, Canva, or another electronic platform about the event and US involvement. Students complete a graphic /gallery walk on the US involvement in the region.</p>	
<p>Topic 11: Traces and analyzes selected cultural, economic, political and historical patterns in post-World War II Americas (e.g., Civil Rights Movement, Bay of Pigs, Cuban Missile Crisis, Drug Trade, USMCA, Immigration, 1996 Summer Olympics).</p>	<p>SSUHS21 DBQ Use the documents from the 1960s DBQ and the Cold War to create a DBQ for students to investigate. For the final task, students can create a public service announcement (Includes information from Topic 10)</p> <p>Cuba in the Future Debate: Have students investigate US involvement in Cuba including the Bay of Pigs, the Cuban Missile Crisis, the US Embargo, and the short opening (Obama) and subsequent closing of Cuba. Have the students debate a future opening of Cuba giving evidence from their research.</p> <p>SSUSH21b- Johnson's Great Society- Using information from the The Bill of Rights Institute and SHEG students will investigate Johnson's Great Society and complete a pro/con T-Chart. Each group will select spokespersons to share and debate the information.</p>	
<p>Topic 12: Traces the nature of cooperation and conflict among major nations after the Cold War.</p>	<p>Russia/Ukraine War and US involvement China and Taiwan</p>	

	Arab and Israeli Conflit	
Content Resources		