

Newark Board Of Education

Eleventh Grade Social Studies Curriculum US History and Geography II



Roger León, Superintendent

Nicole T. Johnson, Deputy Superintendent

Dr. Mary Ann Reilly, Assistant Superintendent for Teaching and Learning

2021

Table of Contents

Newark Board of Education

Newark Board of Education Administration

Curriculum Writers and Reviewers

Office of Teaching and Learning Philosophy

Statement on Culturally Responsive-Sustaining Education

Integrated Accommodations and Modifications

Sample Differentiation Strategies

Differentiated Instruction- English Language Learners

Assessments

Core Instructional Materials

Interdisciplinary Connections

Integration of 21st Century Skills

Newark Board of Education

- Dawn Haynes, Board President
- Flohisha Johnson, Co-Vice President
- Vereliz Santana, Co-Vice President
- Shayvonne Anderson
- Hasani K. Council
- Josephine C. Garcia
- Daniel Gonzalez
- A'Dorian Murray-Thomas, Program and Instruction Chairperson
- Asia J. Norton

Newark Board of Education Administration

- Roger León, Superintendent
- Nicole T. Johnson, Deputy Superintendent
- Javier Nazario, Chief of Staff
- Valerie Wilson, School Business Administrator
- Dr. Mary Ann Reilly, Assistant Superintendent for Teaching and Learning
- Dr. Jose Fuentes, Assistant Superintendent for North Schools
- Dr. Shakirah Harrington, Assistant Superintendent for East-Central Schools
- Samantha Lott-Velez, Assistant Superintendent for South-West Schools
- Dr. Maria Ortiz, Assistant Superintendent for High Schools
- Carolyn Granato, Assistant Superintendent of Student Support Services
- Rochanda Jackson, Executive Director of the Office Policy, Planning, Evaluation and Testing
- Yolanda Severe, Executive Director of the Office of Early Childhood
- Matthew J. Brewster, Director of Staff Development

Curriculum Writers

- Ryan Cooper, Social Studies Teacher, Eagle Academy for Young Men
- Mary Garripoli, Social Studies Department Chairperson, Science High School
- Luis Gonzalez, Social Studies Teacher, Barringer High School
- Milagros Harris, Social Studies Teacher, University High School
- Keziah Riddick, Social Studies Teacher, Central High School
- Katelyn Whelan, Social Studies Teacher, University High School

Curriculum Leader

- Mary Garripoli, Social Studies Department Chairperson, Science High School

Curriculum Reviewers

- Carynne Conover, Director of Social Studies, Office of Teaching and Learning

Office of Teaching and Learning Philosophy

The Office of Teaching and Learning believes that educating our students requires children to pursue learning in ways that are culturally engaging and academically rigorous. In order to accomplish this goal, we understand curriculum as dynamic rather than static. This means the teacher is always in conversation with the curriculum as informed by student voice, needs, strengths, culture, interests, and the world. Curriculum documents are not meant as scripts to dictate what happens each moment in the classroom, but instead serve as guides to create lived moments that are full of invention, inquiry, joy, creativity, and academic rigor. We believe that curriculum should be culturally responsive and sustaining, putting the student at the center of the learning process.

The success of curricular implementation calls for teachers to make informed choices as they use the materials in meaningful and purposeful ways. These choices include, but are not limited to making learning student-centered, differentiating learning, and infusing past and current events to critique the world. Both teachers and students bring with them a wealth of knowledge and experience to the classroom. These experiences are a resource that should be leveraged to make choices that continually invent and reinvent the curriculum.

The Office of Teaching & Learning values:

- Teachers as Intellectuals,
- Culturally Responsive and Sustaining Teaching,
- Equity, and
- Academic Rigor.

The Office of Teaching & Learning affirms the following beliefs:

- We believe in the power and freedom of inquiry, imagination, and joy.
- We believe that all students bring with them valuable knowledge.
- We believe that the knowledge and expertise of teachers is critical to the development, implementation, and success of the curriculum process.
- We believe that teachers should co-construct curriculum with students.
- We believe that teachers are advocates of students.
- We believe in teaching and learning that is culturally responsive and sustaining.
- We believe that teaching, learning, and curriculum, as Bettina Love reminds us, should help students thrive instead of merely survive.
- We believe that teaching, learning, and curriculum should move us toward social justice and a more equitable society.
- We believe teaching, learning, and curriculum should develop the critical consciousness of learners and asks them to identify, analyze, and deconstruct various forms of oppression that affect their lived realities.
- We believe teaching, learning, and curriculum should be trauma-informed and consider the ways young people are affected by their environments.
- We believe, as bell hooks reminds us, that teachers, like any helping professional, are healers and that curriculum should be a reflection of a healing environment.
- We believe that teaching, learning, and curriculum should be anti-racist and help students identify bias, reduce stereotypes, and develop a sense of social justice.
- We believe that curriculum and instruction should be inclusive, valuing all students as an asset to the learning environment.
- We believe in the importance of continuous professional growth for all educators in order to develop a growth mindset and remain intellectually stimulated.
- We believe in the importance of preparing students for college and careers in the twenty-first century.

Statement on Culturally Responsive-Sustaining Education

Through a Culturally Responsive-Sustaining Education (CR-SE) framework for curriculum and instruction, each content area includes inquiry-based, culturally responsive, and student-centered prekindergarten to grade twelve curricula that is designed to meet the needs of all students. In a districtwide effort to establish a culture of equity, *Clarity 2020* calls for a “A Rigorous and Relevant Framework for Curriculum & Instruction” (Priority 2). This means reimagining the landscape of teaching and learning to see diversity and difference as indispensable assets that should be leveraged for student engagement in classrooms with high expectations.

Our curriculum draws on the backgrounds, identities, and experiences of our students to make their connections to learning relevant and meaningful. Understanding the role of culture in the process of education means thinking about the ways identity (race, ethnicity, gender, sexual orientation, language, social class, nationality, ability, and religion) influences teaching and learning, gets reflected in the curriculum, and affects each individual student’s educational experience.

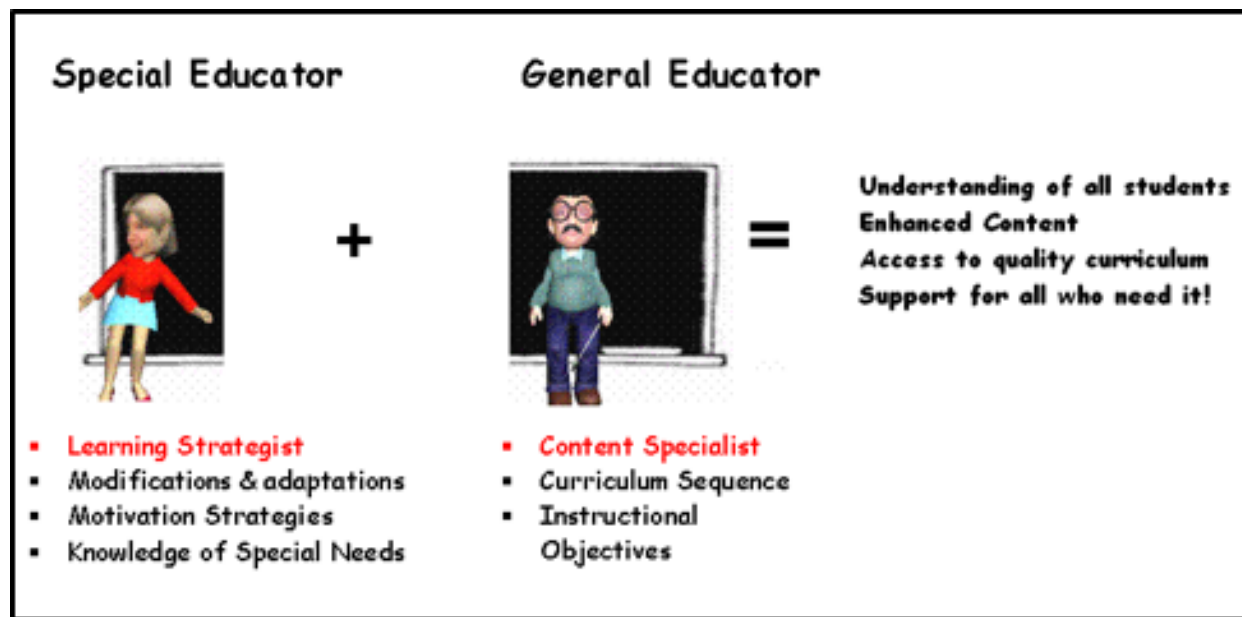
Developing the media literacy, critical consciousness, and civic engagement of students in the twenty-first century is a priority that must happen alongside the growth of academic skills. This is an interdisciplinary, democratic, and socially just approach to culturally responsive teaching that highlights the injustices that have characterized vast inequalities in the education system. A culturally responsive-sustaining approach to teaching necessitates that teachers and students work alongside one another to confront bias and disrupt educational inequities.

Studies across the country have shown that Culturally Responsive-Sustaining Education (CR-SE), “increases student participation, attendance, grade point averages, graduation rates, civic engagement, self-image, and critical thinking skills” (NYC DOE). This approach to teaching and learning requires an inclusive curriculum that integrates support for English Language Learners, students with disabilities, students at risk of school failure, gifted and talented students, and students with 504 plans. It is a framework for teaching that means advocating for students who have been historically marginalized and denied access to an equal education by creating opportunities for these students to be educated alongside their general education peers. It also involves the identification of successful practices that reduce referrals and placements in more restrictive environments.

Through the implementation of a plan to integrate civics, the Amistad Curriculum, and Holocaust/Genocide studies at all grade levels across the district, students will learn about the history of Newark, the contributions of African Americans and other ethnic groups to the city, and how to become civically engaged, democratic citizens in the twenty first century. Further, students will learn about the evils of bias, prejudice and bigotry and how these may lead to a genocide and that the evil period of slavery in the United States exhibited a number of

components seen in genocides throughout the centuries. This curricula, project-based and interdisciplinary in nature, spans the content areas and grade levels.

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students At Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans



Co-Teaching Handbook

Co-Teaching Models

One Teach, One Observe: One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together. The teachers should take turns teaching and gathering data, rather than assuming that the special educator is the only person who should observe.

Station Teaching: In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could give students an opportunity to work independently. As co-teachers become comfortable with their partnership, they may add groups or otherwise create variations of this model.

Parallel Teaching: On occasion, students' learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they do so to a divided class group within the same room. Parallel also may be used to vary learning experiences, for example, by providing manipulatives to one group but not the other or by having the groups read about the same topic but at different levels of difficulty.

Alternative Teaching: In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group. These smaller groups could be used for conferences, remediation, pre-teaching, to help students who have been absent catch up on key instruction, assessment, and so on.

How can the various models and co-partner roles help?

- It increases the Instructional Intensity for students. Instruction is least effective if one teacher is “off” while the other teacher is “on”. For example the most common ICS model, “One Teach One Assist” is the least effective if implemented every day. For improved results, both teachers should be engaged with students at the same time.
- The use of various ICS Models promotes and embeds differentiation of instruction, flexible grouping, unique discussion and questioning techniques.

- Be sure to explain to students and parents the benefits of two teachers. Avoid using the term “special education or special education teacher” to describe the environment. Instead, use terms such as Content Specialist and Learning Strategist to define your roles.
- When providing feedback, consider using different pen/ink colors (stay away from red). This reduces confusion when students have a question to ask.
- It helps to establish a more balanced role of authority between co-partners. Students need to experience instruction and directives from both co-partners.

Adaptations: Instructional adaptations for students with disabilities, English Language Learners, students At Risk of School Failure, Gifted and Talented students, and students with 504 plans include, but are not limited to, the below approaches. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation: Expanding student motivation to learn content and acquire skills in English Language Arts can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations: The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring: Social Studies and English Language Arts instruction should include opportunities for students to engage in goal setting, use of anchor papers, work with rubrics and checklists, reward systems, conferences.

Classroom Organization: The primary purpose of classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response: The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to reading and writing activities.

SAMPLE DIFFERENTIATION STRATEGIES AND ACTIVITIES TO ENRICH LEARNING FOR ADVANCED STUDENTS

Anchor Activities: Self-directed specified ongoing activities in which students work independently.

Curriculum Compacting: Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. Essentially, the procedure involves (1) defining the goals and outcomes of a particular unit or segment of instruction, (2) determining and documenting which students have already mastered most or all of a specified set of learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options that enable a more challenging and productive use of the student's time.

Flexible Grouping: Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Jigsaw Activities: Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Differentiated Instruction - English Language Learners

English Language Development Standards

ENGLISH LANGUAGE LEARNERS

Instructional Supports:

- Hands-on materials
- bilingual dictionaries
- visual aids
- teacher made adaptations, outlines, study guides
- varied leveled texts of the same content
- assisted technologies

Preparing students for lessons:

1. Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
2. Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
3. Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in literature, editing conventions, and the study of language arts.
4. Giving Directions - Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.
5. Leveraging assisted technologies.

WIDA Language Proficiency Levels

Performance Definitions for the levels of English language proficiency

At the given level of English language proficiency, English language learners will process, understand, produce, or use

6 Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content area at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to proficient English peers
5 Bridging	<ul style="list-style-type: none"> the technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers when presented with grade level material
4 Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
3 Developing	<ul style="list-style-type: none"> general and some specific language of the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support
2 Beginning	<ul style="list-style-type: none"> general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
1 Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

The five language proficiency levels outline the progression of language development implied in the acquisition of English as an additional language, from 1, Entering the process, to 6, Reaching the attainment of English language proficiency. The language proficiency levels delineate expected performance and describe what ELLs can do within each domain of the standards. The Performance Definitions define the expectations of students at each proficiency level. The definitions encompass three criteria: linguistic complexity—the amount and quality of speech or writing for a given situation; vocabulary usage—the specificity of words or phrases for a given context; and language control—the comprehensibility of the communication based on the amount and types of errors.

Assessments of Standards and Skills Development (including formative, summative, benchmark, and alternative assessments)

- o Analytical Essays
- o Claims and Counter-claims Analysis
- o Concept Mapping
- o Corroboration of Sources
- o Creation of Infographics
- o Exhibitions and demonstrations
- o Map Evaluation and Analysis
- o Meaningful Dialogue and Debate
- o Source Evaluation and Document Based Questioning
- o Peer Observation
- o Portfolios
- o Question Formulating Techniques
- o Role Playing
- o Self- and Peer-evaluation
- o Socratic Seminars
- o Venn-Diagrams

Core Instructional Materials

Houghton Mifflin Harcourt Social Studies Ancient World History
Robust use of primary sources

The Goal of Our Social Studies Program

This work reflects the collaborative work of teachers and administrators from across our district committed to crafting learning experiences for our students that is deliberately inclusive and expansive.

The result is a robust, inclusive inquiry model to learning. In this model, students are guided through examination of multiple sources to answer compelling questions. Compelling questions are provocative and enduring; require interpretation of resources and application to current lived experiences. Alongside compelling questions are supporting questions. These questions keep the learning focused by digging into the particulars that can help students grapple with compelling questions. The process, practice, and assessment path is interdisciplinary in nature; the exploration of the lived experience crosses all subjects and engages multiple skills.

Our written curriculum provides support for the development of historical thinking, thus attainment of historical understanding. Our students should be able to, at every grade level, engage and demonstrate historical comprehension, chronological thinking, historical analysis and interpretation, historical research skills, and analysis and decision-making capabilities of historical issues. Together, these facilitate the development of students ready to successfully engage in college and career, and active citizenry.

All of this work is aligned to the *2020 NJ Social Studies Learning Standards*; applicable statutes and regulations, inclusive of Amistad, Holocaust/Genocide Studies, LGBTQI+, Disability, and other equity and representational mandates; and expectations for civics education and financial literacy.

Integration of 21st Century Skills

The following standards are addressed within the units:

- 9.1.4.A.1 Explain the difference between a career and a job and identify various jobs in the community and the related earnings.
- 9.1.4.A.2 Identify potential sources of income.
- 9.1.4.A.3 Explain how income affects spending and take-home pay.
- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.


- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Inquiry Arc Questions (Unit Titles)

United States History & Geography II 11 th Grade
UNITS
War World II Does the end justify the end?
Cold War/Post War Boom How do you exert power?
Civil Rights and Social Change <i>Part 1</i> A Change Gonna' Come: How does change occur? <i>Part 2</i> Counterculture and Environmentalism When is it necessary to question the status quo?
Civil Rights (The Continuum of Resistance, Struggle, and Progress/Success) What makes a movement successful?
Vietnam War War! What is it good for?
US II Domestic Policies, Then and Now Does the U.S. government have an obligation to address the ever-changing needs of the nation?
Interconnected Global Society Global Society, Global Affairs: How interconnected should countries be?
International Policies, Then and Now Should we meet the needs of the world community?

Unit One

World War II (WWII)

INQUIRY ARC QUESTION	UNIT DESCRIPTION
<p><i>What is the cost of war?</i></p>	<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>World War II, 1930–1946 In this unit, students will examine the cost of war. On the home front, propaganda and patriotism encouraged Americans to rise to the challenges of shortages and rationing. Supporting the war effort was profitable, and raised the US out of the Great Depression. Abroad, the world was strewn with the dead, service persons and civilians; estimated between 70 and 85 million. Having carried a significant weight in ending the war, the US and Soviet Union emerged as global superpowers. Domestically, US had a better economy from which to grow further, and the discriminatory patterns that kept minorities from full participation in the American Dream persisted.</p> </div> </div>
ENDURING CONCEPTS	
<ul style="list-style-type: none"> ● The rise of rulers with total power in Europe and Asia led to World War. ● During the Holocaust, the Nazis systematically executed 6 million Jews and 5 million other “non-Aryans.” ● The United States hesitated to become involved in another global conflict. However, it did provide economic and military aid to help the Allies achieve victory. ● Following the attack on Pearl Harbor, the United States mobilized for war. 	
TIME	UNIT PACING
40 minutes periods	11-14 Days, First Quarter
TEXT	RESOURCES (Videos, Artifacts, Guest Speakers, Virtual Museum Visits, etc.)
<p>HMH American History: Reconstruction to the Present</p> <p>Module 20, WWII (1930-1946)</p>	<ul style="list-style-type: none"> ● Library of Congress (LOC) Primary Source Documents ● Why we fight ● The 8 Main Reasons for War ● The National WWII Museum: Virtual Field Trip ● The Holocaust: History and Memory Virtual Field Trip and Lesson Plan ● After the Day of Infamy: "Man-on-the-Street" Interviews Following the Attack on Pearl Harbor ● National Archives: Powers of Persuasion ● National Archives: WWII Records ● National Archives: WWII Photos ● FDR Declaration of War video ● George S. Patton Papers: Diaries, 1910-1945 ● World War II Military Situation Maps ● World War II Rumor Project ● The Holocaust: History and Memory Virtual Field Trip and Lesson Plan ● Japanese-American Internment ● Gilder Lehman WWII AP Study Guide



	<ul style="list-style-type: none"> ● Failures of diplomacy ● The Power of Propaganda ● The Great Debate ● FDR Speech to Congress, 12-8-41 ● WWII Primary Sources ● How the Treaty of Versailles and German Guilt Led to WWII ● The Rise of Dictators ● China, Japan, the US, and WWII ● Axis Alliance System, Allied Powers ● Germany's First Genocide was in Africa, Namibia's reparations and Germany's first genocide ● History of Eugenics ● Black people and mixed-raced people before and during the Holocaust ● Facing History: Holocaust and Human Behavior ● Read Like a Historian: Japanese Incarceration ● Read Like a Historian: Zoot Suit Riots ● Women in the workforce ● DBQ: The Great Migration: Why Did They Leave? ● The Double V Campaign ● African Americans in World War II ● World War II and New Jersey ● Albert Einstein ● DBQ: How Did World War II Impact the Social Advancements of Women and African Americans? ● Japanese Internment Camps DBQ ● A photographer's photos show WWII life of Japanese in America ● African Americans in World War II ● What made the Holocaust possible? ● Emergence of Nazism ● Facing History: The Weimar Republic ● Otto Dix Artworks GERMAN PAINTER AND PRINTMAKER ● America and the Holocaust ● Responding to a Refugee Crisis ● Holocaust Denial ● Project: US Newspapers and the Holocaust ● The Other Victims of the Nazis ● 100 Years after WWI: The Lasting Impacts of the Great War ● Special Note: 6.1.12. HistoryCC.11. a. Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy is covered in the next unit, Postwar Boom/Cold War, thus no resources fully covering that standard have been provided.
ADVANCED SCHEMA	Advanced Schema for Students
UNIT PERFORMANCE TASK	<p>Persuasive Essay: <i>What is the cost of war?</i></p> <p>Rubric: Use your school's rubric</p> <p>Support for the Essay: Students should complete the Evaluating Historical Evidence Chart as they evaluate at least 4 resources for constructing their position.</p>
BEYOND THE UNIT	<p>Option 1: Confronting Work Place Discrimination on the World War II Home Front</p> <p>Option 2: Letter to Truman about the Manhattan Project</p>

STANDARDS	COMPELLING QUESTIONS	SUPPORTING QUESTIONS	LEARNING INTENTION	SUCCESS CRITERIA
<p>6.1.12. HistoryCA.11. b Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).</p> <p>6.1.12. EconET.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 shift back to domestic production.</p> <p>6.1.12EconNM.11. a Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.</p> <p>6.1.12. History CA. 11.a Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens.</p> <p>6.1.12. HistoryCC.11. b Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of WWII.</p> <p>6.1.12. HistoryCC.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 experienced in the military and workforce.</p> <p>6.1.12. CivicsDP.11. a</p>	<p>COQ1 <i>Why did the U.S. get involved in the war?</i></p>	<p>SQ1 How did political, social, economic change in Europe affect the world?</p> <p>SQ2 How did the war affect the domestic front?</p>	<p>I am learning about how changes in Europe affected the world.</p> <p>I am learning how the U.S. changed as the result of WWII.</p>	<p>I can explain the changes in Europe between WWI and WWII that led to war.</p> <p>I can describe domestic changes during WWII.</p>

<p>Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.</p>				
<p>6.1.12. CivicsHR.11. a 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. CivicsHR.11. a 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. HistoryCC.11. d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p>	<p>CQ2 <i>Why did the Holocaust happen?</i></p>	<p>SQ1 What is genocide?</p>	<p>I am learning about human indifference and violence.</p>	<p>I can explain the conditions that lead to genocide.</p>
		<p>SQ2: What do the primary sources tell us about the atrocities of war?</p>	<p>I am learning genocide has been patterns.</p>	<p>I can explain the similarities among atrocities committed in the 20th and 21st centuries.</p>

Unit Two

Cold War/Post War Boom

INQUIRY ARC QUESTION (IAQ) (serves as the UNIT TITLE)	UNIT DESCRIPTION
<p><i>How do you exert power?</i></p>	<p>This unit examines the vast changes in the United States and on the world stage as a result of the United States emerging as one of the two most powerful victors of WWII. As the United States exerted its power on the world stage, tensions grew between the United States and communist USSR, the other powerful victor of WWII. This tension, the Cold War, shaped domestic and foreign policy for over forty years. On the homefront, government policies encouraged and supported growth for some such as providing home loans to buy in the newly developed suburbs, while continuing to restrict opportunities for others with policies that promoted inequality such as redlining, the practice of denying loans to areas deemed a financial risk. These areas were always inhabited by blacks, Latinos, and other groups deemed undesirable.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Revere Copper & Brass advertisement courtesy of American Radio Works (1945)</p> </div> <div style="text-align: center;">  <p>Catholic Catechetical Guild Educational Society pamphlet, courtesy of National Geographic (1947)</p> </div> </div>
ENDURING CONCEPTS	
<ul style="list-style-type: none"> ● The Origins of the Cold War: The United States and the Soviet Union emerged from World War II as two “superpowers” with vastly different political and economic systems. ● The Cold War Heats Up: After World War II, China became a Communist nation and Korea was split into a Communist north and a democratic south. ● The Cold War at Home: During the late 1940s and early 1950s, fear of communism led to reckless charges against innocent citizens. ● The American Dream in the Fifties: During the 1950s the economy boomed, and many Americans enjoyed material comfort. ● Popular Culture: Mainstream Americans, as well as the nation’s subcultures, embraced new forms of entertainment during the 1950s. ● The Other America: Amidst the prosperity of the 1950s, millions of Americans lived in poverty. 	
TIME	UNIT PACING
40 minute class periods	16 days, First Quarter
TEXT	RESOURCES (Videos, Artifacts, Guest Speakers, Virtual Museum Visits, etc.)
HMH American History	<p><i>Teachers should modify and accommodate documents as needed for learners.</i></p> <ul style="list-style-type: none"> ● The Cold War by the JFK Library & National Archives ● Postwar United States overview & database (Library of Congress) ● Episode 11: The US Becomes a Global Superpower and Episode 12: The Cold War & the 21st Century of America: The Story of Us or the full History channel documentary series

	<ul style="list-style-type: none"> • Mapping Inequality (Richmond University) • <i>The Color of Law</i> by Richard Rothstein (Anti-racist APUSH LP) • Post-War Years Immigration History (U.S. Citizenship and Immigration Services) • The Bracero Program History Archive (UCLA Labor Center) • America’s Heartland: Bracero Stories, an oral history (PBS) • Unheard Perspectives on the Cold War (NewsELA) • American Domestic Policy 1945 to Present (NPS Google Slides) • The 1950s: Primary Sources (Christopher Newport University Database) • Truman Doctrine • President Dwight Eisenhower, farewell address, 1961 (Google Doc) • Senator John F. Kennedy, presidential campaign speech, 1960 (Google Doc) • Evaluate Cold War fears DBQ on AP Classroom • Marshall Plan Speech (Google Doc) • Historian Elaine Tyler May on domestic security and containment policy (Google Doc) • Joseph McCarthy’s “Enemies from Within” (on NewsELA) • Excerpts from Executive Order 10450--Security Requirements for Government Employment, 1953 (National Archives) • <i>The Lavender Scare</i> documentary clips (PBS/Vimeo, historians like John D’Emilio and David K. Johnson and connection to Space Race) • Article on almost-astronaut Frank Kameny (Boundary Stones) • Primary source on Rutgers professors being fired due to suspected communism (NJDH) • How did Decolonization Reshape the World? (Council on Foreign Relations) • North Korean/South Korean textbooks on US intervention (Reading Like a Historian) • Cuban Missile Crisis primary/secondary (Reading Like a Historian) • Students for a Democratic - Society, Port Huron Statement (Google Doc) • Jazz Ambassadors, Louis Armstrong (Time) • Kennedy speech promoting the Space Program (Google Doc) • Cold War Economic Data & Political Cartoon (Google Doc) • GI Bill of Rights (National WW2 Museum) • Cold War, Warm Hearth (NewsELA) • Excerpts from <i>The Warmth of Other Suns</i> by Isabel Wilkerson • Excerpts from <i>Race & Education in New Orleans</i> by Walter C. Stern (public education system shaped urban segregation) • “From Town Center to Shopping Center: The Reconfiguration of Community Marketplaces in Postwar America” by Lizabeth Cohen • “From Motor City to Motor Metropolis: How the Automobile Industry Reshaped Urban America” by Thomas J Sugrue • “The Long and Winding Road: How the Garden State Became the Mall State” by Taffy Lashley • The Bracero Program personal narratives (UCLA) • “The Other America” by Martin Luther King Jr. (1967) • Mass Exodus: White Flight & Blight Statistics • Excerpts from <i>The Other America</i> by Michael Harrington • “Race and the Cold War” by Nancy Mitchell (Stanford University Press blog) • Latin America post World War II (YouTube) • History of the Cold War from the African American perspective, a review of Vaughn Rasberry’s book by Raymond L. Rigoglioso • Post-War Consumerism: Women and the American Story (NY Historical Society)
<p>ADVANCED SCHEMA (What students will need to learn <i>before</i> unit learning)</p>	<p>Slide Deck including:</p> <ul style="list-style-type: none"> - Vocabulary list (slide 2) - Postwar World Map (slide 3) - Background reading (slides 4-5) - Truman Doctrine video + EdPuzzle (slide 6) - Student HW questions (slide 7)

<p>UNIT PERFORMANCE TASK</p> <p>(How students will demonstrate unit learning)</p>	<p>DBQ: Answer the IAQ (How do you exert power?) using at least 4 sources from this unit. Students will complete the Evaluating Historical Evidence Chart as they compile their sources. Students may address domestic and/or international policies during the Cold War/Postwar boom era.</p> <p>DBQ Rubric</p> <p><i>*Include questions on what documents are missing from this set? Whose perspective would you like to hear more about?</i></p>
<p>BEYOND THE UNIT</p> <p>(Extension assignments to demonstrate learning)</p>	<p>Possible extension activities:</p> <ul style="list-style-type: none"> - Cultural Diplomacy and Propaganda during the Cold War (DocsTeach) - Cold War in Guatemala (SHEG) - Public Housing in Newark (SHEG)

STANDARDS NJSL	COMPELLING QUESTIONS	SUPPORTING QUESTIONS	LEARNING INTENTION	SUCCESS CRITERIA (Success Defined by a Formative Assessment)
<p>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.</p> <p>6.1.12. EconNE.12. a: Assess the impact of agricultural innovation on the world economy.</p> <p>6.1.12. EconEM.12. a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.</p> <p>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.</p> <p>6.1.12. HistoryCC.12. c: Analyze efforts to eliminate communism, such as McCarthyism, and</p>	<p>CQ1</p> <p>How does political policy impact individual lives?</p>	<p>SQ1</p> <p>What differences arose between the United States and the Soviet Union, and how did they lead to conflict?</p> <p>SQ2</p> <p>To what extent was the Postwar Era a time of stability, progress, and prosperity for all Americans?</p>	<p>I am learning to identify the US Cold War foreign policy initiatives.</p> <p>I am learning to analyze the ways that US foreign policy led to tension with the Soviet Union during the Cold War.</p> <p>The Origins of the Cold War, pages 910-922 (HMH Module 21, Lesson 1)</p> <p><u>Additional sources:</u></p> <ul style="list-style-type: none"> - Truman Doctrine - President Dwight Eisenhower, farewell address, 1961 (Google Doc) - Senator John F. Kennedy, presidential campaign speech, 1960 (Google Doc) - Evaluate Cold War fears DBQ on AP Classroom - Marshall Plan Speech (Google Doc) <p>I am learning to identify motivations for and the implementation of the US Cold War/Postwar era containment policy.</p> <p>I am learning to assess different American perspectives on US Cold War policy by closely reading multiple sources in order to debate whether or not the Postwar Era was a time of stability for most Americans.</p> <p>The Cold War at Home, pages 932-939 (HMH Module 21, Lesson 3)</p> <p><u>Additional sources:</u></p> <ul style="list-style-type: none"> - Historian Elaine Tyler May on domestic security and containment policy (Google Doc) - "Protesting nuclear weapons during the Cold War" (NewsELA) 	<p>I can write a report that ranks potential policy proposals and explain my reasoning.</p> <p>I can defend my choice to speak out or stay silent on US foreign policy during the Postwar Era using evidence from multiple sources.</p>

<p>their impact on individual civil liberties.</p> <p>6.1.12. HistoryCC.12. d: Explain how the development and proliferation of nuclear weapons affected international relations.</p> <p>6.1.12. HistoryCC.11. a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.</p> <p>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.</p> <p>6.1.12. HistorySE.12. b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.</p> <p>6.1.12. EconNE.13. a: Relate American economic expansion after World War II to increased consumer demand.</p>		<p>SQ3 How did fear of communism impact civil liberties?</p>	<p>I am learning to closely read Joseph McCarthy's "Enemies from Within" speech.</p> <p>I am learning to analyze the ways in which civil liberties were limited during the Second Red Scare.</p> <p>I am learning to use historical context and alternate perspectives to create a counterargument.</p> <p>The Cold War at Home, pages 932-939 (HMH Module 21, Lesson 3) <u>Additional sources:</u> - Joseph McCarthy's "Enemies from Within" (NewsELA) - Excerpts from Executive Order 10450-- Security Requirements for Government Employment, 1953 (National Archives) - <i>The Lavender Scare</i> documentary clips (PBS/Vimeo) - Primary source on Rutgers professors being fired due to suspected communism (NJDH) - How did WWII and the Cold War impact LGBTQ+ identity and activism? (NewsELA)</p>	<p>I can write a letter in response to McCarthy's speech, including historical context and information on missing perspectives in order to dismantle his argument.</p>
		<p>SQ4 Why was the U.S. involved in global independence movements?</p>	<p>I am learning to analyze, question, and reflect on historian Shariya Crawford's work on Caribbean decolonization during the Cold War.</p> <p>I am learning US motivations for getting involved in global independence movements during the Cold War.</p> <p>The Cold War Heats Up, pages 923-931 (HMH Module 21, Lesson 2) <u>Additional sources:</u> - How Did Decolonization Reshape the World? (Council on Foreign Relations) - Decolonization and Cold War: a Caribbean Lens with Dr. Sharika Crawford (OER Project/YouTube) - Latin America post World War II (YouTube)</p>	<p>I can analyze, question, and reflect on the US role in Caribbean decolonization during the Cold War through 'group text' discussion of Crawford's argument.</p>

<p>6.1.12. EconNE.13. a: Evaluate the effectiveness of economic policies that sought to combat post World War II inflation.</p> <p>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.</p> <p>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.</p>		<p>SQ5 Where was the Cold War actually 'hot'?</p>	<p>I am learning to identify and evaluate an author's claim.</p> <p>I am learning the ways that the US used military intervention in Cold War conflicts by closely reading President Truman's speech on the situation in Korea.</p> <p>Two Nations Live on the Edge, pages 940-949 (HMH Module 21, Lesson 4) Mounting Tension in the Sixties, pages 950-960 (HMH Module 21, Lesson 5)</p> <p><u>Additional sources:</u> - North Korean/South Korean textbooks on US intervention (Reading Like a Historian) - Cuban Missile Crisis primary/secondary (Reading Like a Historian)</p>	<p>I can write a paragraph on the ways that the Cold War was actually 'hot' using Truman's speech and prior sources on the Cold War era.</p>
		<p>SQ6 Was the United Nations successful in limiting global conflict and advocating for human rights?</p>	<p>I am learning the extent to which the UN was successful in limiting global conflict and advocating for human rights by analyzing UN resolutions on the Arab-Israeli conflict in the late 1940s.</p> <p>The Origins of the Cold War, pages 910-922 (HMH Module 21, Lesson 3)</p> <p><u>Additional sources:</u> - The Arab-Israeli War of 1948 (U.S. Department of State) - The Question of Palestine (United Nations) - UN Resolutions on Palestine, Resolutions 194, 302 (United Nations) - Marshall Plan (Digital History)</p>	<p>I can debate whether or not the UN was successful in achieving its goals in the Middle East.</p> <p>I can analyze how the Arab-Israeli conflict influenced American foreign policy using a variety of sources.</p>
		<p>SQ7 Were U.S. ideas of democracy contradictory during the Cold War era?</p>	<p>I am learning the ideological differences that contributed to the US involvement in containing communism throughout the world.</p> <p>I am learning about US attempts to spread global goodwill through cultural diplomacy during the Cold War by reading, viewing, and listening to multiple sources on Louis Armstrong's "Jazz Ambassador" era.</p> <p>I am learning the ways that US efforts to eliminate communism during the Cold War intersected with the African American civil rights movement.</p> <p>Postwar America, pages 974-983 (HMH Module 22, Lesson 1)</p> <p><u>Additional sources:</u></p>	<p>I can write about how Louis Armstrong used his power to advocate for both African American rights and US foreign policy goals during the Cold War era.</p>

			<ul style="list-style-type: none"> - Students for a Democratic - Society, Port Huron Statement (Google Doc) - Jazz Ambassadors, Louis Armstrong (Time) 	
CQ2 Does conflict lead to growth?	SQ1 What motivated the Space Race?	<p>I am learning the US motivations for participating in the Space Race by examining public and private, primary and secondary sources.</p> <p>Mounting Tension in the Sixties, pages 950-960 (HMH Module 21, Lesson 5)</p> <p>Postwar America, pages 974-983 (HMH Module 22, Lesson 1)</p> <p><u>Additional sources:</u></p> <ul style="list-style-type: none"> - Kennedy speech promoting the Space Program (Google Doc) - Historians John D’Emilio and David K. Johnson and connection to Space Race (from <i>The Lavender Scare</i> documentary) - Article on almost-astronaut Frank Kameny (Boundary Stones) - Biography of Katherine Johnson, NASA mathematician (New Scientist) 	<p>I can use multiple sources to attempt to corroborate President Kennedy’s claims on why the US participated in the Space Race.</p>	
	SQ2 Why was the post-war period a time of economic and scientific growth?	<p>I am learning to describe the economic and scientific growth in the US during the postwar period.</p> <p>I am learning to evaluate the effectiveness of US postwar economic policies for all Americans.</p> <p>The American Dream in the Fifties, pages 984-997 (HMH Module 22, Lesson 2)</p> <p><u>Additional sources:</u></p> <ul style="list-style-type: none"> - Cold War Economic Data & Political Cartoon (Google Doc) - John Kenneth Galbraith’s “Affluent Society” (NewsELA) 	<p>I can write an extended response that a) explains why the postwar period was a time of economic growth and b) evaluates whether or not America was truly an “affluent society.”</p>	
	SQ3 Who were the innovators and business owners contributing American economic system?	<p>I am learning the ways that historical business owners contributed to and changed the American economic system.</p> <p>I am learning the ways that increased consumer demand led to innovation and economic expansion in the postwar era.</p> <p>The American Dream in the Fifties, pages 984-997 (HMH Module 22, Lesson 2)</p> <p><u>Additional sources:</u></p> <ul style="list-style-type: none"> - John Johnson and the legacy of <i>Jet</i> and <i>Ebony</i> magazines (National Museum of African American History) 	<p>I can analyze the ways that individuals contributed to and changed the American economic system by comparing and contrasting the innovations of my historical business owner with those of my partner’s and completing the graphic organizer.</p>	

			- Lucille Ball, Desi Arnaz, and Desilu Productions (The Wende Museum: Cold War in Culver City)	
		SQ4 Does development always lead to progress?	I am learning the stated and unstated goals of the GI Bill and Interstate Highway System by analyzing multiple perspectives on those developments. The American Dream in the Fifties, pages 984-997 (HMH Module 22, Lesson 2) <u>Additional sources:</u> - GI Bill - African Americans, women, and the GI Bill (Khan Academy) - Interstate Highway System (Digital History) - How Race Shaped America's Roadways And Cities (NPR) - How highways wrecked American cities (Vox/YouTube)	I can evaluate whether or not each source proves that development leads to progress and state my reasoning in the graphic organizer. I can debate the question, "Does development always lead to progress?" using the sources compiled in my graphic organizer.
CQ3 Who was the American Dream for?	SQ1 In what ways did infrastructure grow and develop during the postwar years, and who benefited from these developments?	I am learning the changes in American society after World War II and why this time period is called the "postwar boom." I am learning to analyze how race, gender, and class impacted the development of suburbia. Postwar America, pages 974-983 (HMH Module 22, Lesson 1) <u>Additional sources:</u> - Cold War, Warm Hearth (NewsELA) - How systemic racism shaped the ecosystems of U.S. cities (Science Magazine/YouTube) - Why so many suburbs look the same (Vox/YouTube)	I can analyze economic, political, and social changes in American society during the postwar period by making connections between key terms using the information in the article "Cold War, Warm Hearth" and my own prior knowledge from this unit.	
	SQ2 In what ways were segregation and discrimination part of U.S. postwar policy?	I am learning the ways that segregation and discrimination were part of U.S. postwar policy by analyzing excerpts from <i>The Color of Law</i> by Richard Rothstein. Postwar America, pages 974-983 (HMH Module 22, Lesson 1) The Other America, pages 1006-1011 (HMH Module 22, Lesson 4) <u>Additional sources:</u> - Excerpts from <i>The Warmth of Other Suns</i> by Isabel Wilkerson - Mapping Inequality - redlining - Excerpts from The Color of Law by Richard Rothstein - Excerpts from Race & Education in New Orleans by Walter C. Stern (public education system shaped urban segregation)	I can explain the ways that segregation and discrimination were part of U.S. postwar policy. I can write text-based responses using historiography, prior knowledge from this unit, and my own understanding of current events.	

			- Housing Segregation & Redlining in America: A Short History (NPR/YouTube) *language warning, first 30 seconds*	
		SQ3 What contributed to the rise of consumerism during the 1950s?	I am learning to explain the rise of consumerism in the 1950s by analyzing primary source advertisements for consumer products from the 1950s and reading historiography about the creation of malls in New Jersey. Popular Culture, pages 998-1005 (HMH Module 22, Lesson 3) <u>Additional sources:</u> - "From Town Center to Shopping Center: The Reconfiguration of Community Marketplaces in Postwar America" by Lizabeth Cohen - "The Long And Winding Road: How the Garden State Became the Mall State" by Taffy Lashley	I can create a magazine ad for a consumer product of the 2020s using the advertising techniques of the 1950s.
		SQ4 Who could become an American during the postwar era? Were U.S. immigration policies welcoming or restrictive to new immigrants?	I am learning why the Bracero program was created and who was impacted by this program. I am learning to analyze historical photographs in order to research the answer to SQ4. The Other America, pages 1006-1011 (HMH Module 22, Lesson 4) <u>Additional sources:</u> - The Bracero Program personal narratives (UCLA) - Bracero History Archive	I can explain how US domestic and foreign policies impacted individuals during the postwar era. I can analyze historical photographs using my knowledge of the US economy, agricultural developments, and immigration policies to contextualize the images.
		SQ5 What was the "other" America? Do you think the "other" America still exists today?	I am learning to analyze primary sources by Martin Luther King Jr. and Michael Harrington in order to connect those sources with my prior knowledge from this unit. I am analyzing the phrase "the other America" using multiple primary sources in order to evaluate the attainability of the American Dream. The Other America, pages 1006-1011 (HMH Module 22, Lesson 4) <u>Additional sources:</u> - "The Other America" by Martin Luther King Jr. (1967) (excerpt/full version on YouTube) - Excerpts from The Other America by Michael Harrington (1962)	I can write an op-ed for my local newspaper describing King's and Harrington's definitions of the "other" America as well as my own views on this topic.

