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**The Cold War**

**US History, Unit #6**

Chapters 13, 14, 15, 17, 19

CCCS Standards RH: 11-12.4 – 11-12.6; WHST: 11-12.2 & 11-12.10

State Standards 11.8 & 11.9 (11.9.0 – 11.9.5)

**Overview:** 1945 – 1989, a period of uneasy peace where intense atomic brinkmanship governed international politics while domestically, a prosperous American society waged an internal war against communism while the gap between the have’s and have not’s increased over time.

1. **Essential Question(s)**: By the end of the unit, students should be able to expertly answer the following question(s):
	1. Students analyze the economic boom and social transformation of post–World War II America. What conditions led to economic growth in America? Who shared in this new prosperity? What changes, if any, did various social groups experience after WWII ended?
	2. Students analyze U.S. foreign policy since World War II. How did the U.S. try to enforce a policy of containment during the Cold War?
2. **Key Terms**: In order to fully understand and connect the current topic of inquiry with previous and future topics in history and the social sciences, it is necessary to have a working knowledge of the following key terms.

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| 1. Marshall Plan2. Truman Doctrine3. Iron Curtain4. Fair Deal | 5. Brinksmanship6. Federal Highway Act 7. New Frontier8. Great Society | 9. M.A.D.10. Watergate11. Reagan Doctrine |

1. **Historical People/Groups:** People are the movers and shakers of history (i.e., history is created by and then molded by the key figures of the day). The knowledge and understanding of the following people and groups’ contribution to this unit of inquiry is essential.

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| 1. Harry Truman2. Dwight Eisenhower3. NATO4. Warsaw Pact | 5. SEATO6. Joseph McCarthy 7. Alger Hiss8. Rosenberg’s | 9. John F Kennedy10. Lyndon Johnson 11. Richard Nixon12. Ronald Reagan |

1. **Events and Ideas**: History is a series of events woven together to create the fabric of our history. Events, however, do not occur in isolation. Events are driven by the popular ideas of the time. As such, students must have a clear understanding of not only the major events of this unit of inquiry, but also the ideas behind those events.

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| 1. Berlin Blockade and Berlin Airlift2. Korean War | 3. Cuba4. Vietnam War | 5. Anti-Vietnam Movement6. Collapse of Communism |

1. **Graphic Organizers:** (Maps, timelines, charts, organizers, etc.) – Graphic organizers serve as a way to visualize historical topics of inquiry, creating not only a deeper understanding of the topic of inquiry being addressed but also allows for the ability to recognize the interconnectedness among historical topics.

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| 1. Causes of the Cold War2. Communism Containment Strategies | 3. Divided Europe, 19484. NATO & Warsaw Pact, 1955 | 5. Tet Offensive Map |

1. **Primary Sources**: Primary sources are “first-hand” accounts that give us an insight into the dominant thoughts, beliefs, and ideas of the time helping us to better understand and make inferences about the unit of inquiry.

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| 1. International Dec. of Human Rights | 2. Truman Doctrine | 3. McCarthy on the Attack  |

1. **Class Notes:** Use Cornell notes to record class lectures.
2. **Miscellaneous**: Anything else used in support of this unit but not specifically listed on the unit sheet.
3. **Capstone Activity: Group Project**: Students will work in groups of 4 to create a “Cold War” magazine. Each student will be assigned one of the following time periods: 1940s, 1950s, 1960 & 1970s, 1980s & 1990s and will create: 1.) a mural, an editorial, a political cartoon, and a biography of an important historical figure from that time period. Collectively, the students will create a magazine name, cover, table of contents, and back-page advertisement, all related to the Cold War.

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| **COMMON CORE LITERACY STANDARDS** |

**Reading History:**

**11-12.4 -** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

**11-12.5 -** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**11-12.6 -** Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

**Writing History:**

**11-12.2 -** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

1. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
3. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and con­text as well as to the expertise of likely readers.
5. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

**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.

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| **CALIFORNIA STATE CONTENT STANDARDS** |

* 1. **Students analyze the economic boom and social transformation of post–World War II America.**
		1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.
		2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
		3. Examine Truman’s labor policy and congressional reaction to it.
		4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.
		5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.
		6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.
		7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.
		8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).
	2. **Students analyze U.S. foreign policy since World War II.**
		1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.
		2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
		3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
			+ The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
			+ The Truman Doctrine
			+ The Berlin Blockade
			+ The Korean War
			+ The Bay of Pigs invasion and the Cuban Missile Crisis
			+ Atomic testing in the American West, the “mutual assured destruction” doctrine, and disarmament policies
			+ The Vietnam War
			+ Latin American policy
			+ List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).
		4. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.
		5. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.