

# Helena-West Helena School District

## ***Ratcheting Up the Three R's***

### **All Subjects Instructional Unit Plan**

Subject: Social Studies	Estimated Length of Unit: 20	Beginning Date: March 14	Projected Ending Date: April 15
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Course APUSH	Grade 11
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**Unit Theme, Big Idea, or *Essential Question*:**  
 After World War II, the United States grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals.

#### **UBD Stage One-Desired Results (A is Optional)**

A. Students will be able to independently use their leaning to...(Transfer Goals)

1. Create Cornell notes over their reading.
2. Formulate discussion questions.
3. Analyze various historical perspectives.

B. Students will understand that...

1. The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences.
2. Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid- 1960s and generated a variety of political and cultural responses.
3. Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics and the environment.

C. Students will know...

1. After World War II, the United States sought to stem the growth of Communist military power and ideological influence, create a stable global economy, and build an international security system.
2. As the United States focused on containing communism, it faced increasingly complex foreign policy issues, including decolonization, shifting international alignments and regional conflicts, and global economic and environmental changes.
3. Cold War policies led to continued public debates over the power of the federal government, acceptable means for pursuing international and domestic goals, and the proper balance between liberty and order.
4. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward equality was slow and halting.
5. Stirred by a growing awareness of inequalities in American society andby the African American civil rights movement, activists also addressed issues of identity and social justice, such as gender/sexuality and ethnicity.
6. As many liberal principles came to dominate postwar politics and court decisions, liberalism came under attack from the left as well as from resurgent conservative movements.
7. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years as well as underlying concerns about how these changes were affecting American values.
8. As federal programs expanded and economic growth reshaped Americansociety, many sought greater access to

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prosperity even as critics began to question the burgeoning use of natural resources.  
 9. New demographic and social issues led to significant political and moral debates that sharply divided the nation.

D. Students will be Skilled at...

1. Taking Cornell notes
2. Independently identifying key ideas
3. Analyze historical documents to understand how they fit within the larger historical context.
4. Identify various and often competing perspectives in history.

## Frameworks and Common Core State Standards

Frameworks	CCSS Reading	CCSS Writing	CCSS Speaking and Listening
WOR-3	RI.11-12.1	W.11-12.1.C	SL.11-12.1
WOR-4 WOR-7	RI.11-12.2	W.11-12.1.D	SL.11-12.3
WOR-8	RI.11-12.3	W.11-12.1.E	
ENV-5		W.11-12.3	
PEO-2			
PEO-3			
PEO-7			
CUL-5			
CUL-6			
CUL-7			
ID-6			
ID-7			
ID-8			
POL-2			
POL-3			
POL-4			
POL-5			
POL-7			
WXT-3			
WXT-5			
WXT-8			

### Unit Specific Vocabulary

- Communism
- Containment theory
- Hydrogen bomb
- Space Race
- Cold War
- detente

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-decolonization  
-OPEC  
-Suez Crisis  
-Korean Conflict  
-Vietnam Conflict  
-military-industrial complex  
-liberalism  
-Civil Rights Act of 1964  
-desegregation  
-Chicanos  
-Students for a Democratic Society  
-Black Panthers  
-Beat movement  
-Rock and roll  
-Clean Air Act  
-Watergate  
-Yalta Conference  
-Truman Doctrine  
-McCarthyism  
-HUAC  
-brinkmanship  
-Dien Bien Phu  
-SNCC  
-Freedom Rides  
-Tet Offensive  
-AIM  
-Counter culture  
-NOW  
-Weatherman

## UBD Stage Two-Evidence

### Pre Assessment

- **Attach Copy at the End of the Unit**

***Traditional Assessment*** Each unit of study should have a traditional assessment with at least 1/3 of the points possible coming from constructed response questions.

- Proposed Date for Traditional Assessment \_April 15, 2016
- **Attach a copy to the end of this unit.**

***B. Project-Based Assessment*** Choose four options for this Unit of Instruction that students can choose from for their project-based Assessment.

- Students will create a soundtrack to represent a major social or political movement from the 1950s-1970s.
- **Proposed Date for Project-Based Assessment Presentations** \_\_\_
- **Attach a copy of the handout explaining the choices for the project and how to obtain the rubric to the end of this unit.** \_\_\_\_\_

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**Alternative Assessment** or Big Finale -----What choices will be given students for this Unit?

- Comic Strip    Diary
- Interview    Letter to the Editor
- Newspaper Story    Radio Program
- Newscast    Monologue
- Poem or Song    Slideshow
- Brochure    Model
- Press Conference    Play
- Soundtrack**    Essay
- Rewrite    Oral Interpretation

## Introducing the Unit

### Anchoring Activity

This activity should engage the students and establish the relevance of the entire unit of study.

<p style="text-align: center;"><b>Anchoring Activity</b></p> <p>Video Clip, Song, Poem, Current Event Brainstorming Activity Socratic Seminar Other _____</p>	<p style="text-align: center;"><b>Description of Anchoring Activity</b></p> <p style="text-align: center;">Students will watch a Crash Course video about the unit topic.</p>
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Now that you have established what the students need to know and be able to do at the end of this unit of study, now plan the day-to-day learning experiences.

## UBD Stage Three-Learning Plan

Lesson # Date/Day	Teaching/ Delivery Method (What I will say or do)	Check for Understanding (What will the students say or do)
<b>3-14-16</b>	<b>Watch Crash Course video. Take first reading quiz. Notes are due at the end of the class.</b>	<b>SWBAT to take a reading quiz.</b>
<b>3-15-16</b>	<b>Lecture. Watch “Duck and Cover” cartoons.</b>	<b>SWBAT define the Yalta Conference. SWBAT describe the tensions created over the hydrogen bomb and the space race.</b>
<b>3-16-16</b>	<b>Activity. Students will create a 1<sup>st</sup> and 2<sup>nd</sup> World map.</b>	<b>SWBAT define NATA, containment policy, the Marshall Plan, and the Truman</b>

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		Doctrine.
3-17-16	Lecture on McCarthyism.	SWBAT evaluate the threat of communism to the American public. SWBAT create a pros and cons list for the HUAC.
3-18-16	Document analysis. Students will analyze documents from the Korean War.	SWBAT analyze the impact of the Korean War on the American public. SWBAT identify major events of the Korean War.
3-21-16 to 3-25-16	SPRING BREAK	SPRING BREAK
3-28-16	Watch Crash Course video. Take first reading quiz. Notes are due at the end of the class.	SWBAT to take a reading quiz.
3-29-16	Lecture on changing families. Document analysis on mass consumerism.	SWBAT identify how economic prosperity dramatically changed family structure and daily life in the United States.
3-30-16	Social movement research.	SWBAT research a social movement and create a soundtrack to represent their social movement.
3-31-16	Social movement research.	SWBAT research a social movement and create a soundtrack to represent their social movement.
4-1-16	DBQ: Martin Luther King and Malcolm X: Whose Philosophy Made the Most Sense for America in the 1960s?	SWBAT analyze the effectiveness of two Civil Rights movements. SWBAT analyze documents with varying perspectives.
4-4-16	Watch Crash Course video. Take first reading quiz. Notes are due at the end of the class.	SWBAT to take a reading quiz.
4-5-16	Lecture. The rise of the New Left. Students will be divided into two groups. Half will analyze the "Port Huron Statement" and the others will analyze "Panther Party's Ten Point Program." Students will then compare and contrast the two movements.	SWBAT analyze documents from SDS and the Black Panthers.

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4-6-16	<b>Mini lecture: The Cold War in Asia</b> Students will watch an episode of MASH.	SWBAT identify major battles of the Vietnam War. SWBAT explain how the Cold War in Asia impacted American politics.
4-7-16	<b>Mini lecture: The Cold War in Asia</b> <b>Document analysis: Students will analyze documents from the Vietnam War.</b>	SWBAT debate whether the Vietnam War was necessary or a waste of American time.
4-8-16	<b>Mini lecture: The Cold War in Latin America</b>	SWBAT explain how the Cold War in Latin America impacted American politics.
4-11-16	Watch Crash Course video. Take first reading quiz. Notes are due at the end of the class.	SWBAT to take a reading quiz.
4-12-16	<b>Mini lecture: The Cold War in Africa</b>	SWBAT explain how the Cold War in Africa impacted American politics.
4-13-16	<b>Watergate. The end is nigh.</b>	SWBAT analyze the impact of the Watergate scandal on the American public. SWBAT assess American trust in government.
4-14-16	<b>REVIEW FOR TEST</b>	<b>REVIEW FOR TEST</b>
4-15-16	<b>UNIT TEST</b>	<b>UNIT TEST</b>