

**HPISD CURRICULUM**  
 (SOCIAL STUDIES, UNITED STATES HISTORY)

EST. NUMBER OF DAYS: 10 DAYS \_\_

<p><b>UNIT NAME</b></p>	<p><b>UNIT 5A: COLD WAR AND CIVIL RIGHTS: COLD WAR AND POST-WAR BOOM</b></p>
<p><b>Unit Overview</b></p>	<p>Students will understand the international and domestic tensions resulting from the Cold War, and the economic and social changes that occurred in postwar America.</p>
<p><b>Generalizations/Enduring Understandings</b></p>	<p><b>Constitutional Government and Federalism</b>        Reinterpretation of fundamental law in a written constitution, through altered historical circumstances and cultural values, leads to significant changes in the political culture.</p> <p>Ongoing struggles between national and state governments, and changing political attitudes, continuously redefine the balance of power in a federal system.</p> <p>Political conflict and competition lead to the formation of organized political interests with different goals and ideals.</p> <p>The quest for expanded voice and meaningful participation in political life represent the core purpose of reform in democratic societies.</p> <p><b>Capitalism and Economic Abundance</b>        Free markets, free labor, and capital investment, in an environment of abundant resources and technological advances, lead to economic growth and opportunities for prosperity.</p> <p>Scientific discoveries and technological innovations shape economic development.</p> <p>Economic regulation and government stimulation of the economy modify and moderate the effects of free market capitalism to achieve other economic and political goals, such as stability and equality.</p> <p>Global conflict and cooperation, along with changing cultural circumstances, trigger problems and opportunities for economic development, such as expanded opportunities for trade, competition for resources, and interdependency.</p> <p><b>Civil Rights and Equality</b>        Ongoing struggles for political and economic equality exemplify political, economic, and social change in democratic societies.</p>

	<p>The embodiment of the ideals of political liberty and self-determination in the Charters of Freedom, including the Bill of Rights, establish the foundation for the struggle to extend equal rights and civil liberties to all citizens regardless of economic standing, race or gender.</p> <p>The ideal of individual rights continually competes with the reality of government intervention.</p> <p><b>War and Diplomacy</b> The failure of diplomacy and compromise often leads to war.</p> <p>Wars are fought for complex reasons, some noble, such as the protection of freedom, and others immoral, such as greed and prejudice.</p> <p>Wars result in significant economic, political, and social changes in domestic affairs and foreign relations.</p> <p><b>American National Character</b> In the midst of great cultural diversity, American identity still exhibits uniqueness in its cultural intermixing, social equality, population mobility, and abundance.</p> <p>Cultural patterns influence the daily lives of every member of society, and are reflected in churches, schools, and other institutions, as well as literature, the fine arts, and traditions.</p> <p>Demographic shifts, including immigration, internal migration, ethnicity, and aging, have significantly influenced cultural patterns and political interests.</p> <p>Individuals can significantly influence historical events and group behavior through effective leadership.</p>
<p><b>Concepts</b></p>	<p>Economic Opportunity Civil Rights Science and Technology Women and Political Power Diversity and National Identity</p>
<p><b>Guiding/Essential Questions</b></p>	<p>What led to the conflict between the Soviet Union and the United States? How did Cold War tensions affect domestic politics? What political, economic, and social changes were implemented at the end of World War II?</p>

	Performance Levels	Learning Progression (**Decision Point)
<p><b>Learning Targets</b></p>	<p><u>Prerequisite Knowledge and Skills:</u></p> <p>Students will list and describe the various global and domestic stressors and benefits that occurred post WWII.</p> <p><u>Learning Target:</u> Students can interpret both the international and domestic tensions as well as the economic and social changes that occurred in postwar America resulting from the Cold War.</p>	<ul style="list-style-type: none"> <li>• Build a vocabulary from the chapter.</li> <li>• The Story of US-student viewing guide to be completed</li> <li>• Interactive Notebook Entry</li> <li>• Concept Mapping-Students are given the vocabulary terms/concepts and required to create a concept map of at least 10 items. The map must have a textual explanation and visual</li> <li>• Self-Directed Quiz-After a “popcorn” reading of a document, students write five content based questions with an answer key. Quiz is passed to another student who may use the document to answer the SDQ. Quiz is returned to test maker who grades the quiz and files it.</li> <li>• Physical Time Line- students are given an event and conduct research. After presenting individual information, entire class lines up for a physical time line.</li> <li>• KWL Chart-what you know, what you want to learn and what you learned</li> </ul>

Formative Assessments		
Summative Assessments		
	<i>TEKS</i>	<i>Specifications</i>
<b>TEKS (Grade Level) / Specifications</b> <b>RED</b> = Readiness Standards <b>GREEN</b> = Supporting Standards <b>BLUE</b> = Process Standards <i>Italics</i> = Standards Not Tested	<b>(8) History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to:</b> <b>(A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy’s role in the Cuban Missile Crisis;</b>	<p>The United States and the Soviet Union emerged from World War II as two superpowers with different political and economic systems. (HPISD)</p> <p>After World War II, China became a communist nation and Korea was split into communist north and pro-western south. (HPISD)</p> <p>During the 1950s, the US and the Soviet Union came to the brink of nuclear war. (HPISD)</p>
	<b>(B) describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers;</b>	<p>During the late 1940s and 1950s fear of communism led to reckless charges against innocent citizens. (HPISD)</p>
	<b>(C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy;</b>	
	<b>(D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;</b>	
	<b>(9) History. The student understands the impact of the American civil rights movement. The student is expected to:</b> <b>(A) trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments;</b>	
	<b>(B) describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women’s, and other civil rights movements;</b>	
	<b>(C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King, Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan;</b>	

	(D) compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.;	The Black Panthers vs. the nonviolent approach of Martin Luther King Jr. (TEKS)
	(E) discuss the impact of the writings of Martin Luther King Jr. such as his “I Have a Dream” speech and “Letter from Birmingham Jail” on the civil rights movement;	Martin Luther’s King’s “I Have a Dream” speech and “Letter from Birmingham Jail” on the civil rights movement. (TEKS)
	(F) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965; and	
	(G) describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the congressional bloc of southern Democrats, that sought to maintain the status quo;	George Wallace, Orval Faubus, and Lester Maddox. (TEKS)
	<b>(17) Economics. The student understands the economic effects of World War II, and the Cold War. The student is expected to:</b> (B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen’s Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business;	During the 1950s, the economy boomed and many Americans enjoyed material comfort. (HPISD) Amidst the prosperity of the 1950s, millions lived in poverty. (HPISD)
	(C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;	
(	<b>(21) Government. The student understands the impact of constitutional issues on American society. The student is expected to:</b> (A) analyze the effects of landmark U.S. Supreme Court decisions, including Brown v. Board of Education, and other U.S. Supreme Court decisions such as Plessy v. Ferguson, Hernandez v. Texas, Tinker v. Des Moines , Wisconsin v. Yoder, and White v. Regester;	Plessy v. Ferguson, Hernandez v. Texas, Tinker v. Des Moines , Wisconsin v. Yoder, and White v. Regester. (TEKS) Truman and Eisenhower led the nation to make social, economic, and political adjustments following World War II. (HPISD)

	<p><b>(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</b></p> <p>(A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;</p>	<p>Mainstream Americans as well as the nation's subcultures embraced new forms of entertainment during the 1950s. (HPISD)</p>
<p><b>Processes and Skills</b></p>		
<p><b>Topics</b></p>	<p>United Nations  Satellite nations  Containment  Iron curtain  Cold war  Truman doctrine  Marshall plan  Berlin airlift  NATO  Chiang Kai-Shek  Mao Zedong  Taiwan  38<sup>th</sup> parallel  Korean war  HUAC  Hollywood Ten  Blacklist  Alger Hiss  Julius and Ethel Rosenberg  McCarthyism  H-Bomb  John Foster Dulles  Brinkmanship  CIA  Warsaw Pact  Eisenhower doctrine  Nikita Krushchev  U-2 incident  Francis Gary Powers  GI Bill of Rights  Suburb  Harry Truman  Dixiecrat  Fair Deal  Baby boom  Jonas Salk</p>	

	Consumerism Planned obsolescence Mass media FCC Beat movement Rock and roll Urban renewal Bracero Termination policy
<b>Facts</b>	
<b>Language of Instruction</b>	
<b>State Assessment Connections</b>	
<b>National Assessment Connections</b>	
<b>Resources</b>	<i>The Americans</i> , Chapter 18 and 19 Primary Documents (from InDepth Resources) Douglas MacArthur, "Farewell Address to Congress" Dwight Eisenhower, "Statement on the U-2 Incident" Graphs of baby boom population growth "The Organization Man" Levittown (cartoon) Harrington, "The Other America" "Man in the Gray Flannel Suit" Jackie Robinson Milton Berle