



Marietta City Schools
2023–2024 District Unit Planner

United States History

Unit title	<i>Unit 8: The Cold War and Civil Rights</i>	Unit duration (hours)	<i>9 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

SSUSH20 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.

- Analyze the international policies and actions developed as a response to the Cold War including containment, the Marshall Plan, the Truman Doctrine, and the Korean War.
- 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.
- Examine the influence of Sputnik on U.S. technological innovations and education.

SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations

- Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.
- Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson’s Great Society, following the assassination of John F. Kennedy.
- Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.
- Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail

Information Processing Skills:

- identify issues and/or problems and alternative solutions
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify social studies reference resources to use for a specific purpose

17.interpret political cartoons

Map and Globe Skills:

11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

Literacy Standards (LS):

L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

L11-12RHSS4: 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

L11-12WHST1: Write arguments focused on discipline-specific content

L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes

Essential Questions

USH20

What were the international policies and actions developed as a response to the Cold War?

What was containment and the Truman doctrine?

What was McCarthyism?

How did the Cold War conflict lead to US involvement in the Korean War?

Why did the Brown v. Board of Education decision increase racial conflict and lead to policy changes in the US?

What were some of the major domestic issues that arose during the 1950s and their impact on American culture?

USH21



How does the rise of the Civil Rights Movement reflect the shifting beliefs and ideals of the United States?

Why was the 1950s a time of expansion in consumer culture?

Why did the Cuban Missile Crisis lead to US foreign policy changes?

<p>What was Johnson’s Great Society?</p> <p>How did beliefs and ideals of the United States during the Cold War and Civil Rights Movement influence the nation's social, political, and economic decisions?</p>
Assessment Tasks
<i>List of common formative and summative assessments.</i>
<p><u>Formative Assessment(s):</u></p> <p>Unit 8 Multiple Choice CFA</p> <p><u>Summative Assessment(s):</u></p> <p>Unit 8 Summative Assessment in AMP</p> <p>Unit 8 Review Assignment / Project Ongoing project aligned to the GSE</p>

<u>Learning Experiences</u> 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.
SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administration	The JFK and Johnson Administrations Book Project	Individualized instruction (remediation or enrichment) will be based on IEPs, Gifted and/or 504 documentation.

USH20 and USH21 (a focus on the people mentioned in standard)	 HistoricalFigureFunkoPopAssignment-1 (2).pdf	Individualized instruction (remediation or enrichment) will be based on IEPs, Gifted and/or 504 documentation.
SSUSH21 b. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail	 birmingham jail MLK letter from Birmingham Jail reading and discussion questions	Individualized instruction (remediation or enrichment) will be based on IEPs, Gifted and/or 504 documentation.
Content Resources		
<p>Unit 8 Study Guide and Readings</p> <p>Support Resources: DOE US History Inspire Site US History Milestone Study Guide DoE US History Milestone Achievement Level Descriptors for Parents US History Student Notes/Text Discovery Education Experience (searchable by subject- login required: student Google Email)</p>		