

# FRANKLIN-SIMPSON HIGH SCHOOL

**Course Name:** U.S. History    **Unit Name:** Post-War Foreign Policy

**Quality Core Objectives:**

Unit 11 Post-War Foreign Policy	
A.1. Process Skills	a. Apply terms relevant to the content appropriately and accurately
	b. Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding
	c. Interpret timelines of key historical events, people, and periods; locate significant historical places and events on maps
	d. Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms
	e. Analyze and evaluate historical sources and interpretations (e.g., credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation)
	g. Compose arguments/position papers, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify position
	h. Compose an analytical, historical essay containing a thesis, supporting evidence, and a conclusion
	i. Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity in history
	k. Analyze how the past influences the lives of individuals and the development of societies
E.1. America at War	f. Analyze the social, cultural, and economic changes at the onset of the Cold War era
	g. Analyze the origins of the Cold War, foreign policy developments, and major events of the administrations from Truman to present
	h. Describe and evaluate the political and social impact of the Vietnam War
E.2. Changes at Home	e. Identify the major contemporary social, environmental, and political issues (e.g., immigration, global warming, terrorism), the groups involved, and the controversies engendered by those issues
	f. Assess increasing global interdependence, the potential for conflict, and the U.S. role in world events in the present and future

**Purpose of the Unit:**

To explain the complex history of the baby boomer generation from WWII until the present

**Prerequisites:**

World civilization lesson on the cold war

U.S. history lessons on World War II and how it leads to the 2 dominant super powers

**Daily Lesson Guide**

Day	Lesson Content and Objectives	Focus Questions	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1	E.2.e	Why do people love the 1950s?	Summarizing and Notetaking -baby boom and GI bill, WOMEN from work to back home  Generating and testing a hypothesis- inferences from the birth rate chart	Personal Response- Infer something from the birth rate chart	Oral questions
2	E.2.e	How has society changed since the 1950s	Summarizing and notetaking and identifying similarities and differences in groups with 1950s data compared to today	Learning with others (although each person did not have a specific role-pairs	Writing summary of how society has changed since the 1950s
3		Describe the	Generating and testing a	Personal response-	Formative- Quiz

	E.2.e	"American Dream"	hypothesis- Pleasantville quiz	Pleasantville quiz	
4	E.2.e	Is the "American Dream" a reality or is it a false image? Explain	Generating and testing a hypothesis- Pleasantville quiz	Personal response- Pleasantville quiz	Formative- Quiz
5	E.2.e	Is the "American Dream" a reality or is it a false image? Explain	Generating and testing a hypothesis- Pleasantville quiz	Personal response- Pleasantville quiz Novelty and variety- Name that 50s tune and hula hoop contest	Summative- Quiz
6	E.1.f E.1.g E.2.a E.2.b	What is the difference between communism and democracy?	Sim/Diff- communism and democracy vocabulary	Clear and modeled expectations	Walking around- formative assessment
7	E.1.f E.1.g E.2.a E.2.b	As communism is spreading, what do we do now?	Summarizing and notetaking on containment, domino theory, and etch-a-sketch notes on iron curtain and Berlin	Clear and modeled expectations	Walking around-formative assessment
	E.1.f	Why is the	Summarizing and notetaking-	Authenticity- what	Oral questioning-formative

8	E.1.g E.2.a E.2.b	Korean conflict known as “the forgotten war?”	Korea Nonlinguistic rep- walk through of the war	is going on in Korea today and how does it effect me?	Paragraph summary of Korea- formative
9	E.1.f E.1.g E.2.a E.2.b	Why was America paranoid?	Summarizing and notetaking- spies in America	Novelty and variety- Dot/Spy game	Oral questioning
10	E.1.f E.1.g E.2.a E.2.b	Why can't we just blow people up to solve our problems?	Summarizing and notetaking- Hydrogen bomb, spies in America, House of Un-American Activities Committee, McCarhtyism  Comparing and contrasting fusion and fission	Novelty and Variety- Bert the Turtle video and atomic bomb drill	Oral questioning
11	E.1.f E.1.g E.2.e E.2.a E.2.b	What do we know about the 1950s?	Summarizing and notetaking Advanced organizer- social, cultural, economic, and technological changes at beginning of cold war	Choice- student can write paper, interview a baby boomer, or create a video	1950s assessment- summative
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<b>13</b>	<b>Discuss the civil rights movement and then come back to Vietnam and 80's Cold War topics</b>				
<b>14</b>					
<b>15</b>					