



Rigorous Curriculum Design

Unit Planning Organizer



Subject:	US History		Grade:	11
Unit Number:	7	Unit Name:	1950's Cold War at Home and Abroad	
Unit Length	Days: 15 Days (Buffer Imbedded)		Mins / Day: 55	
Unit Synopsis	<p>Focuses On</p> <ul style="list-style-type: none"> • Analyze Post WWII Foreign Policies <ul style="list-style-type: none"> ○ Marshall Plan ○ Truman Doctrine ○ NATO ○ SEATO ○ Containment ○ Berlin Blockade ○ Korea ○ Cuba ○ Bay of Pigs ○ Cuban Missile ○ Beginning of Vietnam ○ Mutually Assured Destruction ○ • Home front <ul style="list-style-type: none"> ○ Technology Since 1945 ○ Popular Culture ○ TV Culture ○ McCarthyism 			

	Current History Standards	Common Core Literacy Standards
Priority Standards	<p>Cold War (Foreign Policy)</p> <ul style="list-style-type: none"> • 11.9.2 <ul style="list-style-type: none"> ○ Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War. • 11.9.3 <ul style="list-style-type: none"> ○ 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, "mutual assured destruction" doctrine, disarmament policies; The Vietnam War; Latin American policy. <p>Cold War at Home</p> <ul style="list-style-type: none"> • 11.8.7 <ul style="list-style-type: none"> ○ 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. • 11.8.8 <ul style="list-style-type: none"> ○ 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). 	<p>READING 11-12.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>WRITING 11-12.7 – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WRITING 11-12.8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WRITING 11-12.9 - Draw evidence from informational texts to support analysis, reflection and research.</p>

	Current History Standards	Common Core Literacy Standards
Supporting Standards	<p>Cold War Foreign Policy</p> <ul style="list-style-type: none"> • 11.9.1 <ul style="list-style-type: none"> ○ 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. <p>Cold War Homefront</p> <ul style="list-style-type: none"> • 11.11.2 <ul style="list-style-type: none"> ○ Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy). • 11.8.1 <ul style="list-style-type: none"> ○ Trace the growth of service sector, white collar, and professional sector jobs in business and government. • 11.8.3 <ul style="list-style-type: none"> ○ Examine Truman's labor policy and congressional reaction to it. • 11.8.4 <ul style="list-style-type: none"> ○ Analyze new federal government spending on education (including the California Master PAn), defense, welfare, and interest on the national debt. • 11.8.5 <ul style="list-style-type: none"> ○ Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War. 	
Target ELD Standards	<p>Collaborative</p> <p>Interpretive</p> <p>Productive</p>	

Unwrapped Priority Standards

“Unwrapped” Skills (Students need to be able to do)	“Unwrapped” Concepts (Students need to know)	Bloom’s Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge (Target for Unit Mastery)
Examine origins	<ul style="list-style-type: none"> 11.9.2-Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War. 	Level 2: Comprehension	Level 2: Skills and Concepts
Explain Strategies of Communist Containment and Analyze their Rational for Pursuing communist Sympathizers	<ul style="list-style-type: none"> 11.9.3-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, "mutual assured destruction" doctrine, disarmament policies; The Vietnam War; Latin American policy. 	Level 2: Comprehension Level 4: Analysis	Level 2: Skills and Concepts Level 3 Strategic Thinking
Cause and Effect of technological revolution	<ul style="list-style-type: none"> 11.8.7-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. 	Level 2: Comprehension	Level: Skills and Concepts
<ul style="list-style-type: none"> Analyze the role of popular culture and society 	<ul style="list-style-type: none"> 11.8.8-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). 	Level 4: Analysis	Level 3 Strategic Thinking

Learning Progressions of Skills and Concepts

Priority History Standard	<ul style="list-style-type: none"> 11.9.2-Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War. 	
Previous Grade	Current Grade	Next Grade
10.9.3 Understand the importance of the Truman Doctrine and Marshall Plan which established the pattern of Americas postwar policy of spreading economic and military aid to prevent the spread of Communism in areas like Europe, Southeast Asia, Cuba and Africa.	Current	NA
Priority History Standard	<ul style="list-style-type: none"> 11.9.3-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, "mutual assured destruction" doctrine, disarmament policies; The Vietnam War; Latin American policy. 	
Previous Grade	Current Grade	Next Grade
Priority History Standard	<ul style="list-style-type: none"> 11.8.7-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. 	
Previous Grade	Current Grade	Next Grade
10.11-Students analyze the integration into the world economy and the information, technological and communications revolution.	Current	NA
Priority History Standard	<ul style="list-style-type: none"> 11.8.8-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). 	
Previous Grade	Current Grade	Next Grade
None Found	Current	NA

<i>Essential Questions</i>	<i>Corresponding Big Ideas</i>
<ol style="list-style-type: none"> 1. What caused the Cuban Missile Crisis and how did it end? 2. How paranoid were the American people and the US government of the spread of Communism? Were their fears justified? 3. How did the average American respond to the threat of a nuclear Cold War? 	<ol style="list-style-type: none"> 1. Can a student read transcripts and letters between world leaders, or from a trial records and be able to decipher, understand and analyze the content materials.

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
	<p style="color: red;">Please see Unit 7 Toolbox for a Full List of Content specific vocabulary in the Vocabulary List Word File</p>
Resources for Vocabulary Development (Strategies, Routines and Activities)	
<p style="color: red;">Please see Unit 7 Toolbox for a Full List of Content specific vocabulary in the Vocabulary List Word File</p>	

Unit Assessments	
Pre-Assessment	Post-Assessment
<p>Test Description:</p> <p style="text-align: center;">Please see www.alvordschools.org/cfa for the most current EADMS CFA ID numbers.</p>	<p>Test Description:</p> <p style="text-align: center;">Please see www.alvordschools.org/cfa for the most current EADMS CFA ID numbers.</p>
Scoring Guides and Answer Keys	
SEE UNIT 7 Toolbox	SEE UNIT 7 Toolbox
Assessment Differentiation	
Students with Disabilities	<p>Reference IEP <i>Accommodations</i> Refer To Students IEP</p> <p><i>Modifications</i> Refer To Students IEP</p>

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
Description: Students will need to create a “Facebook” profile of a Cold War character, organization or country using either the Classtools “Fakebook” website, or by using the Word Document Template (Both are on the Toolbox). A Student handout as well as teacher directions are in the toolbox to add additional clarity.		Days: 2-3 Minutes/Day:
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1:	Students will have to create a Fallout Shelter in order to protect themselves from the possibility of an incoming Nuclear Attack	Days: 2-3 Minutes/Day:
Task 2:	Students will analyze the correspondence between Washington DC and Moscow to understand how the US and USSR came to a resolution about how to end the Cuban Missile Crisis.	Days: 2-3 Minutes/Day:
Task 3:	Red Scare Game” is a simulation of the 1950’s McCarthyism that went on during the time period. The simulation will cause students to question whether or not their friends and classmates are communists and create alliances	Days: 1 Minutes/Day:
Interdisciplinary Connections		
Scoring Rubric	See Toolbox	
21 st Century Skills		
<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate <input type="checkbox"/> Information and Media Literacy	<input type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____	
Connections between 21st Century Skills, CCCSS, and Unit Overview:		
<i>from P21 and Costa & Kallick, 2008, http://www.p21.org/about-us/p21-framework</i>		

Authentic Performance Task 1

Task Description	Students will have to create a Fallout Shelter in order to protect themselves from the possibility of an incoming Nuclear Attack	Suggested Length	Days: 2-3 Minutes/Day:
Standards Addressed	Priority Standard(s)		
	<ul style="list-style-type: none"> • 11.9.3 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, "mutual assured destruction" doctrine, disarmament policies; The Vietnam War; Latin American policy 		
	Supporting Standard(s)		
	<ul style="list-style-type: none"> • 11.11.2 <ul style="list-style-type: none"> ○ Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy). 		
	Target ELD Standard(s)		
Essential Question(s)	<ol style="list-style-type: none"> 1. How paranoid were the American people and the US government of the spread of Communism? Were their fears justified? 2. How did the average American respond to the threat of a nuclear Cold War? 		
Big Idea(s)	<ol style="list-style-type: none"> 1. What caused the Cuban Missile Crisis and how did it end? 		
Bloom's		DOK	
Comprehension		Skills and Concepts	
		Scoring Rubric	

Teaching and Learning Sequence	<p style="text-align: center;">(Suggested Instructional Strategies and Tasks)</p> <p>Using the Fallout Shelter Handout as well as the Powerpoint presentation, students will need to create a blueprint for a functional fallout shelter to prepare for an incoming nuclear attack. The Handout will facilitate students to think about the contents and function of their Fallout shelters. Teachers may use the Powerpoint and other auxiliary materials to give them real world examples of functional shelters.</p> <p>Suggested Materials</p> <ul style="list-style-type: none"> • Atomic Café Movie • Duck and Cover Civil Defense Film (youtube) https://www.youtube.com/watch?v=IKqXu-5jw60 • Civil Defense: Target You (Youtube) https://www.youtube.com/watch?v=AGARVPYRDMs • The House in the Middle (Youtube) https://www.youtube.com/watch?v=pGJcwaUWNZg • Nuclear Vault (Youtube Channel) https://www.youtube.com/user/nuclearvault
Resources and Materials	<p style="text-align: center;">(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p>

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
	<p>Reference IEP</p> <p><i>Accommodations/ Modifications</i></p> <p>Refer to Students IEP</p>	<p>Emerging</p> <hr/> <p>Expanding</p> <hr/> <p>Bridging</p>	

Scoring Rubric	
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Authentic Performance Task 2

Task Description	Students will analyze the correspondence between Washington DC and Moscow to understand how the US and USSR came to a resolution about how to end the Cuban Missile Crisis.	Suggested Length	Days: 2-3 Minutes/Day:
Standards Addressed	Priority Standard(s)		
	<ul style="list-style-type: none"> • 11.9.3-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, "mutual assured destruction" doctrine, disarmament policies; The Vietnam War; Latin American policy. 		
	Supporting Standard(s)		
	<ul style="list-style-type: none"> • 11.8.5 <ul style="list-style-type: none"> ○ Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War. 		
	Target ELD Standard(s)		
Essential Question(s)	Can a student read transcripts and letters between world leaders, or from a trial records and be able to decipher, understand and analyze the content materials.		
Big Idea(s)	1. What caused the Cuban Missile Crisis and how did it end?		
Bloom's		DOK	Scoring Rubric
Synthesis		Extended thinking	
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)		
	At teachers discretion		

Resources and Materials	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts) See Toolbox		
	Strategies for Differentiation		
All Students	SWD	ELs	Enrichment
	Reference IEP <i>Accommodations</i> Refer to Students IEP	Emerging	
		Expanding	
	<i>Modifications</i> Refer to Students IEP	Bridging	

Scoring Rubric	
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Authentic Performance Task 3

Task Description	“Red Scare Game” is a simulation of the 1950’s McCarthyism that went on during the time period. The simulation will cause students to question whether or not their friends and classmates are communists and create alliances	Suggested Length	Days: 1 Minutes/Day:
Standards Addressed	Priority Standard(s)		
	<ul style="list-style-type: none"> • 11.9.3 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, "mutual assured destruction" doctrine, disarmament policies; The Vietnam War; Latin American policy 		
	Supporting Standard(s)		
	<ul style="list-style-type: none"> • 11.11.2 <ul style="list-style-type: none"> ○ Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy). 		
	Target ELD Standard(s)		
Essential Question(s)	<ol style="list-style-type: none"> 1. How paranoid were the American people and the US government of the spread of Communism? Were their fears justified? 2. How did the average American respond to the threat of a nuclear Cold War? 		
Big Idea(s)	Can a student read transcripts and letters between world leaders, or from a trial records and be able to decipher, understand and analyze the content materials.		
Bloom’s		DOK	Scoring Rubric
Comprehension		Skills and Concepts	

Teaching and Learning Sequence	<p>(Suggested Instructional Strategies and Tasks)</p> <p>Follow the Directions on the Word Document. You will need index cards marked as stated on the directions.</p>
Resources and Materials	<p>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p>

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
	<p>Reference IEP</p> <p><i>Accommodations</i></p> <p>Refer to Students IEP</p>	<p>Emerging</p>	
		<p>Expanding</p>	
	<p><i>Modifications</i></p> <p>Refer to Students IEP</p>	<p>Bridging</p>	

Scoring Rubric	
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Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)			
Description: Students will need to create a “Facebook” profile of a Cold War character, organization or country using either the Classtools “Fakebook” website, or by using the Word Document Template (Both are on the Toolbox). A Student handout as well as teacher directions are in the toolbox to add additional clarity.			
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
	<i>Reference IEP Accommodations</i> Refer to students IEP <i>Modifications</i> Refer to students IEP	Emerging	
		Expanding	
		Bridging	

Feedback to Curriculum Team		
Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?		
	Successes	Challenges
Student Perspective		
Teacher Perspective		