**RHHS – US HISTORY 2 – CURRICULUM MAP**

Course: H6 UNIT 5

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| Period of Study: THE COLD WAR AND DOMESTIC CHANGES | |
| **Common Core STANDARDS/SKILLS:** | **Social Studies Standards** |
| CCRS 2  CCRS 3  CCRS 6  CCRS 7  CCRS 8  CCWS 1  CCWS 3 | 1.2  1.3  1.4  2.1  2.2  4.1  5.1  5.2 |
| **REGENTS THEMES:**  **Science and Technology**  **Cultural and Intellectual Life**  **Presidential Decisions**  **Foreign Policy**  **Reform Movements**  **Constitutional Principles**  **Reform Movements**  **Individuals, Groups, Institutions**  **Change** | **ESSENTIAL Questions:**  **What impact does the access to technology have on a country’s position globally?**  **How are societal values reflected in popular culture?**  **What impact can individuals have on societal and political change?**  **What makes a president “great”?** |
| **Focus Questions/ Topic Questions**  **1. *Focus:* Was foreign policy under Eisenhower a continuation of “containment?”**  *Topics:* Influence of Dulles on foreign policy; invasion of Hungary; U-2 incident; Suez Canal crisis;  Eisenhower Doctrine; Sputnik  **2. *Focus:* How was popular culture transformed in the Eisenhower year?**  *Topics:* baby boom; growth of suburbs; white flight from cities; consumerism & conformity; impact of  television; teen culture & rock and roll.  **3. *Focus:* How did the Civil Rights movement transform America in the post-war years?**  *Topics:* Supreme Court decisions: *Sweatt v. Painter* (1950); *Brown v. Board of Ed* (1954);  Eisenhower & civil rights: Little Rock – Central High School; Rosa Parks & Montgomery Bus Boycott  **4. *Focus:* Was Kennedy a great president?**  *Topics:* New Frontier; NASA; Space race; Berlin Wall crisis; Bay of Pigs; Cuban missile crisis;  Alliance for Progress; Peace Corps  **5. *Focus:* Did Johnson’s “Great Society” achieve its goals?**  *Topics:* Great Society and War on Poverty programs - use handout to provide students with a more  complete list but focus on significance of anti-poverty and civil rights acts: Economic Opportunity Act  (1964) (Job Corps, VISTA, Head Start); Medicaid and Medicare; Civil Rights Act (1964); 24th  Amendment (1964); Voting Rights Act (1965); Immigration and Nationality Act (1965) | |
| **INSTRUCTIONAL Objectives/SWBAT:** | |
| * Evaluate the impact of containment on U.S. foreign policy during the 1950s * Analyze the successes and failures of the Civil Rights Movement throughout the 1950s * Assess Kennedy’s presidency in terms of both his domestic and foreign policies * Assess the effectiveness of Johnson’s Great Society programs | |
| **VOCABULARY Tier II and Tier III:** | |
| |  |  |  | | --- | --- | --- | | Arms race  Baby boom  Beat movement  Boycott  Brinksmanship  Civil Rights | Conformity  Consumerism  Discrimination  Domino theory  Integration  Mass media | New Frontier  Peace Corps  Segregation  Sputnik  Suburbanization | | |
| **ASSESSMENT / EVIDENCE/ ACTIVITIES** | |
| Regents Multiple Choice/DBQ  Essay Questions  Photo analysis leading to a creative writing response  Music analysis to understand the eras  Write letters in response to soldiers serving | |
| **RESOURCES/TECHNOLOGY INTEGRATION:** | |
| *Castle Learning*  *Exam Wizard*  *Resource: “What? Live in a Levittown?” (Amsco Reader, Unit 7, Chap. 9*  *Resource: “Little Rock School Desegregation” by Eisenhower (Amsco Reader, Unit 7, Chap. 8)*  *Resource: “The ‘New Frontier’” by JFK (Amsco Reader, Unit 8, Chap. 1)*  *Resource: “The ‘Great Society’” by LBJ (Amsco Reader, Unit 8, Chap. 2)*  *Photographs from the Civil Rights Era*  *Music and pictures from the popular culture of the 1950s* | |