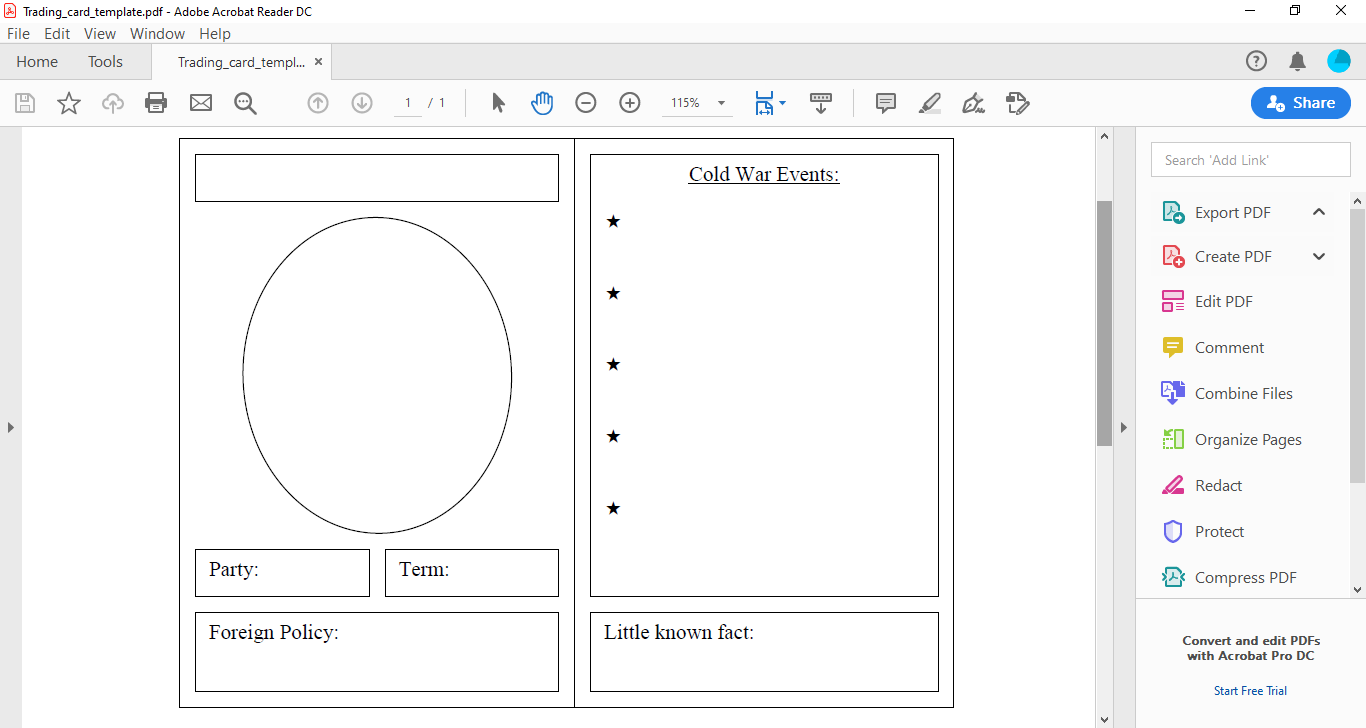
| **USHC Unit 9 American Leadership** | |
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| **Unit Overview** | |
| This unit takes a thematic look at American foreign relations between 1945 and 2003. It covers the buildup of the Cold War, major Cold War events, the ending of the Cold War, and America’s role in the world since then. Students will answer the overarching inquiry question through a project asking them to create a report card for America’s foreign policies during this time. | |
| **Overarching Inquiry Question** | |
| **Did America’s involvement in world affairs violate or uphold our founding principles?**  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| **American Culture and Identity**  **Founding Principles and Political Institutions** | |
| **Skills Emphasis at a Glance** | |
| **While all skills are utilized within this unit, the overarching inquiry question emphasizes comparison.**  **Comparison -** Utilize similarities and differences among multiple historical developments over culture, time, and place to create a comparative analysis. | |
| **Standard(s)** | |
| **USHC 5.CO -** Explain the technological developments and economic changes in the U.S. during the Cold War and post-Cold War eras using a comparative analysis.  **USHC 5.CE -** Assess the immediate and long-term causes and effects through significant turning points of the Cold War.  **USHC 5.P -** Summarize the changes in the major American political party platforms during the period.  **USHC 5.CX -** Contextualize domestic economic development and American national identity within global politics.  **USHC 5.E -** Utilize primary and secondary sources to judge the impact of evolving American foreign policy on American identity and capitalism. | |
| **I Can Statement(s)** | |
| 1. **I can chart the growth of technological innovations in both the US and the Soviet Union during the Cold War. (USHC 5.CO)** 2. **I can chart the causes and effects of selected conflicts during the Cold War and compare them in order to draw conclusions. (USHC 5.CE)** 3. **I can describe the key foreign policy stances of each President and use them to make claims about the differences between Democrats and Republicans from 1945-present. (USHC 5.P)** 4. **I can explain how key events in world affairs since 1970 have impacted the American identity. (USHC 5.CX)** 5. **I can create an argument using evidence to answer the overarching inquiry question. (USHC 5.CO, 5.CE, 5.P, 5.CX, 5.E)** | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can chart the growth of technological innovations in both the US and the Soviet Union during the Cold War. (5.CO, 5.E)** | |
| As an introduction to both this lesson and the unit, have students watch the Duck and Cover video and answer the following questions:   * What is the purpose of this video? * What was going on in the world that made the video seem necessary? * What different types of new technology is this video evidence of? * Is new technology always helpful? Why/why not?   Next, introduce the Overarching Inquiry Question for this unit to students. Then go over the I Can statement for this lesson as well. Explain to students that they will be starting their look at the Cold War by examining the different ways, other than direct conflict, that the US and the USSR competed for power.  Conduct a brief review of the Cold War by showing the students a video overview. Ask them to define the Cold War in their own words and then conduct a think/pair/share discussion.  Individually, have students create a chart or timeline where one side of the paper tracks the technological developments in the US and the other developments in the USSR. While reading an article on the Nuclear Arms Race (see link at right), students are to record actions by the US and the USSR in the appropriate column.  Next, have students look at a timeline or list of inventions and innovations during the Cold War. Have them identify 10-15 that they believe are a direct result of the tensions between the US and the USSR.  Once students are done, ask them to reflect on the following questions:   * How did the tension between the US and the Soviets influence the development of new technology? * How did new technology influence the tensions between the US and the Soviet Union?   Finally, ask students to relate the topic of technology back to the overarching inquiry question. | Teachers may want to use a shortened version of the [Duck and Cover](https://www.youtube.com/watch?v=89od_W8lMtA) video.  How could you link the Duck and Cover video to the Overarching Inquiry Question? This could generate further discussion and hook students into the unit as a whole.  Possible videos for a Cold War Overview:  [Cold War Oversimplified Part 1](https://www.youtube.com/watch?v=I79TpDe3t2g)  [Crash Course World History: The Cold War](https://www.youtube.com/watch?v=y9HjvHZfCUI)  [Article on the Nuclear Arms Race](https://science.howstuffworks.com/nuclear-arms-race.htm) from How Stuff Works  Possible [timeline of technological innovations](http://www.american-historama.org/1945-1989-cold-war-era/new-innovations.htm)  Students could answer these on their timeline or in another form of the teacher’s choice. If time/situation permits, have students share their thinking either with a small group or the entire class.  The teacher could give specific thinking prompts here, such as did any of the new technologies we looked at today help Americans better secure their life, liberty, or pursuit of happiness? Or, for more advanced students, see if they can make those connections on their own. |
| **I can chart the causes and effects of selected conflicts during the Cold War and compare them in order to draw conclusions. (5.CE, 5.E)** | |
| To start the lesson, show students this poster from the Spirit of Freedom - [Milk: the New Weapon of Democracy](http://www.spiritoffreedom.org/images/58537.jpg)  Ask students to complete a [See/Think/Wonder](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html) on the image and then discuss this as a class.  Use the discussion to also introduce the “I Can” statement for the lesson.  Individually or in pairs, have students read brief secondary sources on the Korean War and other selected events in the Cold War. Some suggestions are given at right, see Alignment Guide for more possible topics. While they read, have them take notes on the causes, general summary, and outcomes of each event.  When students are finished, have them individually do a quick write using the following sentence starters:   * The events of the early Cold War were all… * The events of the early Cold War (did/did) not uphold Americans values because...   Next, provide direct instruction on the Vietnam War. This can be in the form of notes or video.  Have students answer the following questions:   * How was the Vietnam War similar to or different from Cold War events we’ve studied so far? * Did the Vietnam War uphold American founding values? Why/why not?   If time permits, hold a classroom yes/no debate.   * Designate one side of the room as yes and one side as no, but up signs if possible. * Ask students a series of debatable questions about the Cold War through Vietnam. * To answer the question, each student walks to the side of the room that represents their answer. * Ask students to share with someone next to them their reasoning. * Ask a student or two to explain their reasoning to the class. * Allow students to engage in debate between the two sides. | Early Cold War Secondary Sources:  [Marshall Plan](https://www.history.com/topics/world-war-ii/marshall-plan-1)  [Berlin Airlift/NATO](https://www.ushistory.org/us/52d.asp)  [Korean War](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3406)  [Cuban Missile Crisis](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3411)  The teacher may wish to create a note taking chart for students ahead of time as a handout.  The teacher may want to put requirements on the quick write such as length and amount of evidence used.  Since the Vietnam war is complex in its causes, course, and outcome, it is a good candidate for direct instruction when time is limited. This [video on the Vietnam Conflict](https://www.youtube.com/watch?v=7tNTh6KlXXU&t=1477s) from The Life Guide on YouTube provides an excellent overview in that it is concise but also shows how complicated the conflict was. If choosing to show it to students, be sure to give them guiding questions to point them towards the key points of the war, especially the causes and outcomes.  Possible questions for the Yes/No debate:   * Was it important to stop the spread of communism? * Did (event name) uphold America’s founding values? * Was our entrance into Vietnam legitimate? * Was the Marshall Plan a good use of taxpayer money? * Did the Cuban Missile Crisis prove that nuclear weapons are a bad idea? |
| **I can describe the key foreign policy stances of each President and use them to make claims about the differences between Democrats and Republicans from 1945-present. (5.P, 5.E)** | |
| To begin this lesson, have students examine a political cartoon depicting the Monroe Doctrine.  Either individually or as a class, have students answer the following questions:   * What was the Monroe Doctrine, when was it created? * When did America first reject the Monroe Doctrine? * Could the Monroe Doctrine work during the Cold War?   Next, introduce the “I Can” statement and explain the Cold War Presidential Trading Card assignment to students:   * In small groups (2-4 students), students will work to complete trading cards for Presidents between 1945-2004. * Students are to divide the Presidents between them and find the required information either from their textbook, online searches, or other teacher provided material.   When the students have completed their cards, have them analyze the cards in two different ways:  First, have students put the cards in chronological order and assess the following:   * Can you identify any trends in the timeline? Do Presidents near each other have things in common? Where do big changes take place between two adjacent Presidents? Why do you think those changes happen?   Then have students sort the cards by political party and assess the following:   * Do all members of each party have similar foreign policies? How different are Democrats and Republicans in their actions around the world during this time? Would you be able to guess a President’s potential actions regarding foreign policy just by knowing their party? Why/ why not?   To finish, hold a class-wide debriefing discussion to hear what each group discovered. | [Monroe Doctrine political cartoon](https://www.pbs.org/wgbh/americanexperience/features/tr-monroe/)  The purpose of this starter is to activate prior knowledge and to anchor this lesson’s concepts in a broader timeline of American foreign policy.  In this activity, students should work in small groups to create a Cold War Trading Card for each President. It is suggested that teachers have students complete cards for the following Presidents: Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, G.H.W. Bush, Clinton, and G.W. Bush, although the teacher is free to add or subtract from that list.  See Appendix A for trading card template. This can be copied and pasted multiple times into Word or Google Docs and then printed for students with either photos of the Presidents added or the ovals left blank for students to draw an image to represent each President.  The teacher may choose another template or trading card app for students to use. The key information students need for the second step of the lesson is the term dates, political party, main foreign policy (“doctrine”) and several key events. |
| **I can explain how key events in world affairs since 1970 have impacted the American identity. (5.CC, 5.E)** | |
| To start off this lesson, have students listen to [Praise the Lord and Pass the Ammunition](https://www.youtube.com/watch?v=uV9s1a6AZT0). Make sure they understand the song is about World War II and was a chart-topping hit in 1943.   * How does the creator of this song feel about WWII? How do you know? * What about the war might lead to these feelings?   Then have students listen to [Country Joe and the Fish’s Vietnam Song](https://www.youtube.com/watch?v=LxEyg61LC4g). Have students answer the following questions:   * How does the creator of this song feel about the Vietnam War? How do you know? * What about the war might lead to these feelings?   Introduce the “I Can” statement to students and tie the discussion over the two songs into it by talking about public attitudes towards America’s actions in the world.  Next, have students work through the sources on America’s role in the world from Vietnam through Operation Desert Storm. As they do, have them take notes on what happened in each event and how the event impacted America’s identity concerning global leadership.  Then, have students watch/listen to [Lee Greenwood’s God Bless the USA](https://www.youtube.com/watch?v=yH61hFsma24). Explain that while the song was written earlier in the 1980s, it became a hit during the Operation Desert Storm. Have them answer the following questions:   * How did fans of this song feel about our involvement in the Persian Gulf? How do you know? * What about the war might lead to these feelings?   Have students move on to complete their notes on 9/11, Afghanistan, and the invasion of Iraq.  Finally, have students watch/listen to a radio-edit of [Green Day’s American Idiot](https://www.youtube.com/watch?v=UoQ170NitCM). Explain that the song was written in response to the invasion of Iraq.   * How did the song writer feel about our involvement in the invasion of Iraq? How do you know? * What about the war might lead to these feelings? * Do you think most Americans shared these views? Why or why not?   Wrap-up the lesson by revisiting the I Can statement. Ask the students to craft an answer to the question, “How did the American identity change in response to America’s involvement in world affairs?” | Other songs about WWII and the Vietnam War can be substituted for these two. The main point of the exercise is to notice the positive attitudes towards WWII and the negative/questioning attitudes towards Vietnam.  How can you get students to understand what is meant by the “American Identity”? Is there a way to rephrase or relate it to students’ lives?  These sources can be examined together as a class, in small groups, or individually, depending on the needs of the class.  [Vietnam/Pentagon Papers Overview](https://www.britannica.com/topic/Pentagon-Papers)  [Timeline of the Iran Hostage Crisis](https://www.cnn.com/2013/09/15/world/meast/iran-hostage-crisis-fast-facts/index.html)  Reagan’s Stance on Communism [Video 1](https://www.youtube.com/watch?v=Ei2YPdryO-8) and [Video 2](https://www.youtube.com/watch?v=3Eb49BNl5zg)  [Operation Desert Shield/Storm Overview](https://www.britannica.com/event/Persian-Gulf-War)  [9/11 and Afghanistan](https://www.bbc.com/news/world-asia-49192495)  [Iraq War Protests](https://world.time.com/2013/02/15/viewpoint-why-was-the-biggest-protest-in-world-history-ignored/)  This could take the form of an exit ticket or partner discussion. |
| **I can create an argument using evidence to answer the overarching inquiry question. (5.CO, CE, CX, P, E)** | |
| To start off the lesson, have students individually brainstorm a list of what they consider to be America’s “Founding Values.”  Collect student answers on the board or another common location.  Ask students to select 5 values that they think are the most important.  Using those 5 values, have students create a “report card” for America between 1945 and 2003. Have them give a grade for each category along with an explanation for each grade.  Finally, have students write a reflection to give an overall grade on how America upheld the founding values during this time period. | Students could refer back to the discussion on this topic from the unit on imperialism and the world wars.  This assignment can be as long or as short as need dictates. It could be on notebook paper and turned in at the end of the class or turned into a major project. Provide a rubric with work expectations for any major assignment. |

**References**

**Additional Resources**

Appendix A:



Adapted from: <https://www.fcusd.org/site/default.aspx?PageType=3&ModuleInstanceID=18125&ViewID=C9E0416E-F0E7-4626-AA7B-C14D59F72F85&RenderLoc=0&FlexDataID=35251&PageID=14096&Comments=true>