

**Curriculum Mapping    Teacher: Brenia, Kwas, Sapienza, Sweeney**  
**Content Area: Social Studies: 20<sup>th</sup> Century U.S. History      Grade: 11**

<b>Content Unit Title/Approx. MQ/date:</b>	Unit 5 – Postwar Problems (1945-1960)  14 Blocks (3 <sup>rd</sup> Quarter)
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<b>UBD Units:</b>	Truman: Neither War nor Peace	Eisenhower, Moderate Republican	Mobile People and Magic Machines
<b>UBD Unit Dates</b>	5 Blocks	5 Blocks	4 Blocks
<b>Content/ Essential Understandings:</b>	<p>1.1.12 Evaluate the role and impact significant individuals have had on historical events (e.g., Malcolm X, Susan B. Anthony, Eleanor Roosevelt, Martin Luther King Jr., Ronald Reagan).</p> <p>1.1.4 Explain the changing nature of the U.S. economy (agrarian, manufacturing, service, rise of unions, “green movement”).</p> <p>1.3.16 Explain the significance of globalization on the world’s nations and societies (e.g., cross-border migrations, economic trade, cultural exchange).</p> <p>1.3.18 Provide examples of conflict and cooperation in world affairs (e.g., World Wars I and II, United Nations, Common Market/European Union, World Bank).</p>	<p>1.1.2 Trace the evolution of citizens’ rights (e.g., Palmer raids, struggle for civil rights, women’s rights movements, Patriot Act).</p> <p>1.1.3 Trace the changing role of U.S. participation and influence in world affairs (e.g., trade, United Nations, NATO, globalization).</p> <p>1.1.6 Compare and contrast various American beliefs, values and political ideologies (e.g., political parties, nativism, Scopes trial, McCarthyism).</p> <p>1.1.10 Analyze the impact of technology and scientific discovery on American society (e.g., vaccines, interstate highways, space race, telecommunications).</p> <p>1.1.12 Evaluate the role and impact significant individuals have had on historical events (e.g., Malcolm X, Susan B. Anthony, Eleanor Roosevelt, Martin Luther King Jr., Ronald Reagan).</p>	<p>1.11 Investigate the causes and effects of migration within the United States (e.g., westward movement, African American Diaspora, urbanization, suburbanization).</p> <p>1.1.10 Analyze the impact of technology and scientific discovery on American society (e.g., vaccines, interstate highways, space race, telecommunications).</p> <p>1.1.11 Analyze how the arts, architecture, music and literature of the United States reflect its history and cultural heterogeneity (e.g., New Orleans Jazz, Harlem naissance, Frank Lloyd Wright, Maya Angelou, rock’ n’ roll).</p> <p>1.4.27 Explain how technological developments have changed our perception and understanding of location and space in the modern world (e-mail, transportation, world markets).</p>

	<p>1.3.23 Analyze nationalisms impact on world events (e.g., Balkans 1914; 1930s Germany/Italy/Japan; Israel).</p> <p>1.9.43 Give examples of how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations (e.g., human rights groups, Gandhi, Nazi Holocaust).</p> <p>1.9.44 Analyze the tensions between the need for national security and protecting individual rights (e.g., World War I, Sedition Act, Patriot Act).</p> <p>1.12.54 Analyze ways governments and international organizations can promote or inhibit economic development.</p>	<p>1.3.18 Provide examples of conflict and cooperation in world affairs (e.g., World Wars I and II, United Nations, Common Market/European Union, World Bank).</p> <p>1.3.22 Analyze the impact of technological and scientific change on world civilizations (e.g., printing press, gun powder, vaccines, computers).</p> <p>1.3.25 Evaluate the role and impact of the significant individual on historical events (e.g., Queen Elizabeth I, Karl Marx, Gandhi, Adolf Hitler, Mao Ze Dong, Nelson Mandela).</p> <p>1.5.30 Analyze globalization's impact on peoples around the world.</p> <p>1.7.37 Analyze the relationship between national governments and international organizations.</p> <p>1.9.43 Give examples of how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations (e.g., human rights groups, Gandhi, Nazi Holocaust).</p> <p>1.9.44 Analyze the tensions between the need for national security and protecting individual rights (e.g., World War I, Sedition Act, Patriot Act).</p>	<p>1.6.32 Analyze geographical influences on the United States' development (e.g., settlement patterns, natural disasters, resources, land-use patterns).</p> <p>1.6.33 Analyze migration patterns within and among nations.</p> <p>1.10.46 Describe how a nation's availability of resources has changed over time (e.g., war, expansion, trade).</p> <p>1.10.47 Analyze how the abundance or scarcity of resources affects the nation and the individual.</p> <p>1.13.56 Recognize the importance of viewing a culture through a variety of perspectives.</p> <p>1.13.58 Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on personal development.</p> <p>1.13.59 Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on the development of culture.</p>
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<b>Essential Questions:</b>	<p>In the 1950s, should the United States have pursued a foreign policy during the Korean War of containment or expansion?</p> <p>To what extent did tensions between the United States and the Soviet Union following WWII produce an era of cold war?</p>	<p>To what extent did the civil rights movement produce new leadership and new government policies and legislation?</p> <p>Was the United States involvement in Vietnam justified?</p>	To what extent did technological advances transform American society during the post-war period?
<b>Assessment:</b>	<p>Unit Five Test</p> <p>DAQ/DBQ – Was the Cold War</p>	Unit Five Test	Unit Five Test

	<p>between the United States and the Soviet Union inevitable?</p> <p>DAQ/DBQ – In the 1950s, should the United States have pursued a foreign policy during the Korean War of containment or expansion?</p>		
<b>Skills:</b>	How to write a DAQ		
<b>Curriculum Resources</b> (textbook chapters., novels, supplemental materials):	Chapter 28	Chapter 29	Chapter 30
<b>Technology:</b> Content: Process: Product/Evidence:	Lure of Empire Video  United Streaming: American Imperialism at the Dawn of the 20 <sup>th</sup> Century	United Streaming Video: Just the Facts: The Progressive Era	