

Content Area & Materials	Learning Objectives	Tasks	Check-in Opportunities	Submission of Work for Grades
<p>11.9 Students analyze U.S. foreign policy since World War II.</p> <p>11.9.1 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> <p>11.9.2 Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.</p> <p>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, the “mutual assured destruction” doctrine, and disarmament policies • The Vietnam War • Latin American policy</p> <p><b>Materials needed for this lesson:</b> textbook titled, “America Through the Lens,” computer or pen and paper</p>	<p>Students will learn about the Cold War and Korea 1945-1960.</p> <p>A Focus will be placed on rebuilding Europe (Analyzing Efforts to rebuild Europe and create a framework for diplomacy and peace after World War II), the Soviet Threat (Learn how political ideologies clashed after the war and established two opposing economic and geopolitical factions), the origins of the Cold War (Synthesize information about the start of the Cold War based on primary source documents), Truman’s Fair Deal (Examine President Truman’s efforts to transform the US wartime economy to a progressive peacetime economy), Escalating tensions around the world (Analyze the military and nuclear power growth of the US and USSR and their alliances with other countries), the Korean War (Examine the involvement of the US and USSR in the Korean War), the continuance of the Red Scare and the rise of McCarthyism (Examine the spread of communism around the world including the US and how a senator fueled the fear of communism at home).</p>	<ul style="list-style-type: none"> <li>• Unplugged Option</li> <li>• Digital Option</li> <li>• Blended Combination</li> </ul> <p>All students are to read chapter 14 pages 458-481 and then complete the chapter review questions on pages 482-483.</p> <p>All Students must also read “Primary Source” on page 468 (Truman’s State of the Union) and page 470 (Eisenhower’s Farewell Address). Students will give the speakers <b>purpose or point of view</b>. The written reflection for each primary source will be 2-3 sentences minimum.</p> <p>Chapter review questions should be typed using Word or Google Docs and submitted to Google Classroom under Classwork, Week 1: Ch14. By May 8, 2020.</p> <p><b>Students who are not submitting work digitally, must submit a hand written or printed copy of their responses to the front office of Kimball High School on May 8, 2020.</b></p> <p><b>All students will use the following heading on all papers:</b></p> <p>Student Name: Teacher Name: Class Name/Subject: Period: Assignment Week #:</p>	<ul style="list-style-type: none"> <li>• Phone Call</li> <li>• Video Call</li> <li>• Email</li> <li>• Messaging platform</li> </ul> <p>ZOOM Video Call (Link Available Through Google Classroom)</p> <p>Email: <a href="mailto:fvelazquez@tusd.net">fvelazquez@tusd.net</a></p> <p>Google Classroom</p>	<ul style="list-style-type: none"> <li>• Expectation</li> <li>• Evidence: Log, Product</li> <li>• Method: Scan, photo, upload, or deliver</li> </ul> <p>All students are to complete all of the assigned work to be considered for credit by May 8<sup>th</sup>. Students may submit completed work earlier if they would like.</p> <p>Evidence of completed work will be shown through typed word documents submitted digitally through Google Classroom or provide hard copies of their work which will be turned in at the front office of Kimball High School.</p> <p>Chapter review questions along with primary source analysis should be typed and submitted to Google Classroom under Classwork, Week 1: Ch14.</p>

<b>Scheduled, if possible, Shared Experience</b> <ul style="list-style-type: none"> <li>• Virtual Fieldtrip</li> <li>• Discussion</li> </ul>	Answers to Chapter reviews and Primary Source Analysis will be done the following week over Zoom Video Call.				
<b>Scaffolds &amp; Supports</b>	All work will be done from the textbook. Students using the digital option will be able to communicate with classmates through Zoom, Google Classroom or email. Students with shared contacts will be advised to keep in touch. All primary sources have been shortened to make comprehension more accessible to students. The teacher will be available during office hours daily.				
<b>Teacher Office Hours</b> <i>2 hours daily (all classes):</i> <ul style="list-style-type: none"> <li>• Contact</li> <li>• Platform</li> </ul>	<b>Monday</b> <b>1:00pm-3:00pm</b> <a href="mailto:fvelazquez@tusd.net">fvelazquez@tusd.net</a> Zoom Video Call	<b>Tuesday</b> <b>1:00pm-3:00pm</b> <a href="mailto:fvelazquez@tusd.net">fvelazquez@tusd.net</a> Zoom Video Call	<b>Wednesday</b> <b>1:00pm-3:00pm</b> <a href="mailto:fvelazquez@tusd.net">fvelazquez@tusd.net</a> Zoom Video Call	<b>Thursday</b> <b>1:00pm-3:00pm</b> <a href="mailto:fvelazquez@tusd.net">fvelazquez@tusd.net</a> Zoom Video Call	<b>Friday</b> <b>1:00pm-3:00pm</b> <a href="mailto:fvelazquez@tusd.net">fvelazquez@tusd.net</a> Zoom Video Call

