**Major Understanding:**

The post World War II period provides students with an opportunity to examine America in the midst of profound political, social, and economic change. Students will evaluate how the country’s leaders changed the role of the national government and assess the efforts of African Americans and women to achieve political, economic, and social equality.

**Objectives:**

Students will:

1. Demonstrate an understanding of the key people and events of the period.

2. Analyze and interpret primary sources including document excerpts, photographs, video, and sound recordings to better understand the actions and contributions of key figures of the period.

3. Explore a variety of historical perspectives expressed during this period by examining a range of first-hand accounts and opinions contained in the primary sources.

4. Apply knowledge of key events and themes in order recognize changes over time.

5. Identify and evaluate the current impact of the key events and ideas of this period on their own lives.

6. Apply knowledge of previously covered key events and themes in United States history in order to categorize new information in preparation for the Advanced Placement United States History Exam.

7. Work effectively in small groups using selected primary sources and PowerPoint software to produce a multimedia presentation.
Standards of Learning:

Skills:

VUS 1: The student will demonstrate skills for historical and geographical analysis, including the ability to
a) identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art to increase understanding of events and life in the United States;
b) evaluate the authenticity, authority, and credibility of sources;
c) formulate historical questions and defend findings based on inquiry and interpretation;
d) develop perspectives of time and place, including the construction of maps and various time lines of events, periods, and personalities in American history;
e) communicate findings orally and in analytical essays and/or comprehensive papers;
f) develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled;
g) apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time;
h) interpret the significance of excerpts from famous speeches and other documents.

Content:

VUS 12: The student will demonstrate knowledge of United States foreign policy since World War II by
a) describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan.
b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role of wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe.
c) explaining the role of America’s military and veterans in defending freedom during the Cold War.

VUS 13: The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by
a) identifying the importance of the Brown v. Board of Education decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded.
b) describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.

VUS 14: The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by
a) analyzing the effects of increased participation of women in the labor force.

b) analyzing how changing patterns of immigration affect the diversity of the United States population, the reasons new immigrants choose to come to this country, and their contributions to contemporary America.

c) explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education.

**Culminating Assessment:**

1. The students will take a 40 question multiple choice and essay test based upon released AP exam questions.

2. Working in groups the students will create a multimedia presentation based upon the Billy Joel song "We Didn't Start the Fire." Each group will examine a particular decade (also incorporating events and individuals not included in the song) and write an additional verse updating the song to the present.