Instructor: Licia Paulus

Course/Grade: Gifted High Potential World Studies (11th grade)

Lesson title: The Cold War

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  *From National Standards in World History*  Era 9: The 20th Century Since 1945  Standard 1: How post World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up  Standard 2: The search for community, stability, and peace in an interdependent world  Standard 3: Major global trends since WWII  *From Pennsylvania World History Standards*  8.1.12 Historical Analysis and Skill Development  A: Evaluate Chronological Thinking  B: Synthesize and evaluate historical sources  C: Evaluate historical interpretation of events  D: Synthesize historical research  8.4.12 World History  A: Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450  B: Evaluate historical documents, material artifacts and historic sites important to world history since 1450  C: Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450  D: Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe |  | |
| *Students will be able to independently use their learning to…*   1. Make connection between “here” and “there” 2. Develop critical thinking and collaboration skills 3. Make connection between “now” and “later” 4. Understand their own and others perspective and how they influence understanding of historical events | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that*   1. *Post WWII events were based on perceived threats to national security* 2. *Conflicting ideologies polarized foreign policies* 3. *The Cold War had significance on the daily lives of people in their community, the United States and around the World* 4. *The impact of the Cold War and the reaching consequences in both the United States and the world still play out today* 5. *The media and propaganda play an important role in peoples perception of events and fears.* | ESSENTIAL QUESTIONS   1. Why were the US and the Soviet Union suspicious of each other after WWII and what events between 1945 and 1949 heightened tensions between the two nations? 2. What evidence exists to show whether the U.S. or the Soviet Union bears the primary responsibility for the Cold War? 3. What were the major developments in the Cold War between 1950 and 1989? 4. How and why did the Cold War change from a European conflict to a global one? 5. What were the lasting consequences of the Cold War? 6. How did the Cold War end? |
| ***Acquisition*** | |
| *Students will know…*   1. Definitions of cold war, iron curtain, containment, Truman Doctrine, Marshall Plan, NATO, Warsaw Pact, Brinkmanship, domino theory, nonaligned nations, détente 2. Causes of the Cold War and the role both the US and Soviet Union played 3. Peoples understanding and outlook of events is related to their perspectives 4. Impact of the Cold War on present day societies | *Students will be skilled at…*   1. Analyzing primary source documents 2. Researching important historical events and interpreting and analyzing outcomes of events 3. Interviewing people on their experiences and perspectives of key historical events 4. Creating a website incorporating primary and secondary sources 5. Written responses in which primary and secondary sources are used to support a perspective |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| 1. Shows analysis on different points of view and comes to a clear conclusion, explaining significance of supporting details.  2. Research demonstrates understanding of key event as per rubric  3. Responses show depth, students are able to interpret data and develop conclusions.  4. Completed worksheet identifies multiple first hand accounts of daily life and student is able to interpret data  5. Website is evaluated based on rubric; students show depth in research, good design principles, and analyze multiple perspectives  6. Students are able to analyze findings from multiple sources and infer how areas beyond community were impacted by Cold War.  7. List generated is detailed and covers multiple areas such as political, social and economic. Brainstorm session provides concrete ideas to alleviate problems with feasible solutions.  8. Essay provides a clear point of view, is well supported with a minimum of 4 examples and shows significance of those examples. Well organized and well written (grammar, conventions etc..). | 1. **Who is to Blame?:** Analyze multiple points of view on the causes of the Cold War and establish and support a conclusion on who is to blame for the war 2. **Case Study:** With a partner create a 1-2 page case study on an assigned Cold War event 3. **Interview:** Develop, as a class, a list of questions critical to understanding what is was like to live during the Cold War and experience/live through many of the key events. Individually, interview 4 people of different ages during the Cold War to gain their perspective of this time. If possible one interviewee should be a family member. Look for themes/commonalities in your results and share your findings with the class. 4. **Life During the Cold War Sheet:** Researching multiple sources, including websites, blogs and archives create a list of generalities to describe life in the US, Behind the Iron Curtain, and in Third World Nations. Analyze for commonalities 5. **Website:** Using Google Docs or other website design create a Cold War website. You and your group, will create a site that not only informs the reader on the causes and main events of the Cold War but also provides different perspectives on life during the Cold War (both outside and behind the Iron Curtain) through both secondary and primary sources. Your site should provide information, analysis and also links for further research. All information must allow for the US, Soviet and other nations points of view. 6. **Cold War in the Lehigh Valley:** Using data from prior assignments (interview, life during the Cold War) and from local newspaper archives research and illustrate how our community was impacted by the Cold War. You may focus on specific events such as Korea, Vietnam, Cuban Missile Crisis etc… or more broad ideas. Analyze and respond to following: How do you think other communities in the US and around the world were impacted by the Cold War? 7. **Impact of the Cold War in present day Wordle:** Using a variety of primary and secondary sources and class discussion complete the worksheet listing ways the Cold War had and still has an impact on our society and the world, create a worldle of key terms and ideas. Brainstorm in small groups how these can be resolved or alleviated. 8. **Essay: Is the world safer today or during the Cold War (1945-1990).** Using information gathered from the unit respond to the above prompt in a well-organized and well-supported essay. Be sure to demonstrate understanding on the significance of your supporting details. | |
| Ability to use class time, contribute to group and class discussion, interpret and analyze key events and topics. | OTHER EVIDENCE:  Reading quizzes throughout unit  Observation of individual and group work  Class discussions | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*   1. **Lesson Intro:** Students watch a short Power Point of images of the Cold War. Students will have 2-4 minutes for each slide to write down what they know about the image or what they think when they view the image. Class debrief and discussion 2. **Communism & Capitalism:** Readings and discussion on the main differences (and compatibility if any) between the two political views and how they translated to different goals in post WWII. 3. **Causes of the Cold War:** Using their textbook and different readings from *History Lessons: How textbooks from around the world portray US History (*Lindaman and Ward) students will work individually to understand the events that lead to the Cold War. As a class will discuss the following: Who is to blame? Could it have been prevented and if so at what point? 4. **Cold War Events:** As a whole class students will brainstorm a list of key cold war events (will fill in missing events as needed). Lead class discussion on how both sides got involved to “win”. In pairs, students will be assigned one Cold War event and create a Case Study of their assigned event. Students will use the Mac laptops and use Pages to create a one-page study; must include different perspectives outside of the US role for their assigned event. Case studies will be presented to the class 5. **Life during the Cold War:** Students will interview 4 different members of their community (if possible someone not from the US) to gain perspective on their ideas of Cold War events and life during the Cold War. As a whole class students will develop a list of questions they will use to interview their subjects. Additionally student will use the Internet (blogs, videos, articles etc..) to research life Behind the Iron Curtain. Students are encouraged to look at resources from many different nations and languages. Students will analyze their findings from their surveys and research for commonalities and differences and give a debriefing of their findings in class. Sample Resources: *The Cold War: A History in Documents and Eyewitness Accounts (Westad), Atomic Café: Duck and Cover, Time Capsule: Short Stories About Teenagers Throughout the Twentieth Century (We Loved Lucy)* 6. **Cold War impact on our community:** Using newspaper headlines, archive articles and war stories from local newspaper and interview results students will analyze the impact on our local community. \*If possible invite community members into class to discuss their experiences 7. **End & Impact of the Cold War:** Notes and readings with class discussion on the events leading to the collapse of the Soviet Union; focus on problems after the collapse of the Soviet Union and why China has still remained Communist and its implications for the US and the world. Students will be assigned, in small groups, a region or continent and must research and analyze the impact of the Cold War on those regions then and now; students will create a Wordle with key terms, people, etc... Students will brainstorm possible Action plans on how to resolve or address some of the issues that developed. Sample *Resources:* *History Lessons: How Textbooks From Around the World Portray US History (Lindaman & Ward)* | | |