

Unit K -- The Cold War

Content Area: **Social Studies**
Course(s): **Advanced Placement Modern European History**
Time Period: **April**
Length: **Approximately 3 Weeks**
Status: **Published**

Unit Overview

This unit covers the Cold War between the USA and USSR from 1945 - 1991. Students will look at military build-up, political differences, boundary disputes, space race, growth in technology, and what factors led to the end of the Cold War. The unit will also cover modern issues in Europe today. This unit will cover the following:

- * Origins of the Cold War
- * Democracy vs. Communism
- * Iron Curtain/Berlin Wall
- * Space Race/Technology
- * US and USSR influence in the world
- * Social Issues
- * Leisure Activities
- * Nuclear Build-Up
- * End of the Cold War
- * The World Today

Enduring Understandings

- Historians analyze and interpret evidence to solve problems and make decisions.
- Historians gather, classify, sequence, and interpret information and visual data in order to recognize how people, places, ideas, and events shape our world.

Essential Questions

- How can we use technology to gather, classify, sequence, and interpret information and visual data?
- How can you determine if evidence is valid and reasonable?
- How can you use evidence to solve problems and make decisions?

- To what extent can studying evidence from the past help us prevent future problems and make decisions that will affect the future?
- To what extent can the study of history help us develop chronological thinking?
- What types of problems are of concern for historians, geographers, civic leaders, economists?
- Why is visual data important for understanding people, places, ideas, and events that shape our world?

Standards/Indicators/Student Learning Objectives (SLOs)

SWBAT determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

SWBAT compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

SWBAT integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

SWBAT produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SWBAT use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

SWBAT explain how and why differences in ideologies and policies between the United States and the U.S.S.R. resulted in a cold war, the formation of new alliances, and periodic military clashes.

SWBAT analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.

SWBAT determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.

SWBAT analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.

SWBAT compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.

SWBAT assess the impact of the European Union on member nations and other nations.

SWBAT assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

SWBAT analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

SWBAT produce clear and coherent writing to explain how and why the differences in ideologies and policies between the United States and the Soviet Union resulted in a cold war (e.g., Berlin Airlift, NATO and Warsaw

Pact, Suez Crisis, Korea).

SWBAT use quantitative and qualitative analysis to determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence (e.g., Domino Theory, Eastern Europe, Southeast Asia, Cuba).

SWBAT develop an argument evaluating to what extent Western European countries and Japan recovered economically after World War II (e.g., Marshall Plan, Bretton Woods Agreement, Treaty of Rome, World Trade Organization).

SWBAT compare the point of view of two or more authors to analyze the reasons for the collapse and breakup of the Soviet Union (e.g., debt, arms race, rise of Solidarity, Perestroika) and evaluate its impact on self-determination in Eastern Europe and Asia.

SWBAT analyze why terrorist movements and acts of terrorism have proliferated, and evaluate their impact on governments (e.g., increased cost of security), individuals, and societies (e.g., diminished freedoms, concern for safety).

SWBAT use technology to collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

SOC.6.2.12.A.5.a	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).
SOC.6.2.12.A.5.b	Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.
SOC.6.2.12.A.5.d	Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.
SOC.6.2.12.A.5.e	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
SOC.6.2.12.B.5.a	Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
SOC.6.2.12.B.5.b	Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
SOC.6.2.12.B.5.c	Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
SOC.6.2.12.B.5.d	Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.
SOC.6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
SOC.6.2.12.C.5.b	Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
SOC.6.2.12.C.5.e	Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
SOC.6.2.12.C.5.f	Assess the impact of the European Union on member nations and other nations.
SOC.6.2.12.D.5.d	Analyze how feminist movements and social conditions have affected the lives of women

SOC.6.2.12.D.6.a	in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.
SOC.6.2.12.CS5	Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.
SOC.6.3.12.CS2	The 20th Century Since 1945: Challenges for the Modern World: Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.
	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.

Lesson Titles

- Beginning of the Cold War
- Cold War Group Activity
- End of the Cold War
- Origins of the Cold War

21st Century Skills and Career Ready Practices

Analayze Media

Critical thinking and Problem Solving

Guide and Lead Others

Information Literacy

Media Literacy

Technology

Initiative and Self-direction

Work Independently

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

This unit will cross-content with the following:

- Art -- Reviewing Cold War propaganda artwork
- English -- Close reading of primary source Cold War Presidential speeches
- Science -- Reviewing the buildup of nuclear technology
- Sociology -- Reviewing the sociological impact of Cold War philosophies

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.2.A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.11-12.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.WHST.11-12.2.D	Use precise language, domain-specific vocabulary and techniques such as metaphor,

	simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LA.WHST.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality
SOC.9-12.4.2.2	Social problems
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
9-12.HS-PS1-8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
9-12.HS-PS1-6.6.1	Refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.

Instructional Strategies, Learning Activities, and Levels of Bloom's/DOK

- Analyzing Primary Sources on the Cold War (Analysis/DOK 4)
- AP Test Preparation by translating multiple choice (Application/DOK 2)
- Delsea One
- In Class Reading on the Cold War (Review/DOK1)
- Lecture/Discussion on US vs USSR policies (Compare and Contrast/DOK 2)
- SWAG
- Vocabulary Exercise from the unit (Review/DOK 1)
- Writing Exercises on DBQ and Essay from the Cold War (Synthesis/DOK 3&4)

Modifications

Formative Assessment

- Anticipatory Set: Prepare and motivate students for their test/quiz
- Anticipatory Set: Explain group activity
- Anticipatory Set: Explain review game rules
- Anticipatory Set: Nuclear nations today
- Anticipatory Set: Nuclear threats today

- Anticipatory Set: USA and Russia today
- Anticipatory Set: USA vs USSR
- Closure: Discuss Key Terms
- Closure: Exit Card on lectures
- Closure: Make sure students understand their homework
- Closure: Review Cold War Quiz
- Closure: Whip Around from the Cold War lecture notes
- Warm Up: AP DBQ writing tips
- Warm Up: AP Essay writing tips
- Warm Up: Review AP Exam information
- Warm Up: Review Cold War homework
- Warm Up: Review Cold War Lecture
- Warm Up: Review key terms from the unit
- Warm Up: Review Test/Quiz results

Summative Assessment

- Alternate Assessment: Student created AP Questions on the Cold War
- Benchmark: AP Testing strategies
- Marking Period Assessment: Essay on the Cold War
- Marking Period Assessment: Quiz on the Cold War
- Marking Period Assessment: Test on the Cold War

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

Primary Source Book -- Western Civilization (Houghton Mifflin 4th Edition)

Textbook -- A History of Western Society (McKay)