

# Unit I -- Beginning of the Cold War

Content Area: **Social Studies**  
Course(s): **World History**  
Time Period: **April**  
Length: **3 Weeks**  
Status: **Published**

## Unit Overview

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This unit will introduce the students to the Cold War. Students will learn about democracy vs. communism, why the Cold War happened, and its long lasting effects today. The unit will cover the following:

- \* The Cold War Begins
- \* Truman Doctrine and the Marshall Plan
- \* Nuclear Build-Up
- \* Space Race
- \* Korean War
- \* Demilitarized Zone
- \* Vietnam War
- \* US Difficulties With the War
- \* Result of the Vietnam War
- \* Cold War Around the World
- \* Cuban Missile Crisis
- \* Olympics

## Enduring Understandings

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- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- People respond to and resolve conflicts in a variety of ways.
- Recognizing a diversity of viewpoints benefits all.

## Standards/Indicators/Student Learning Objectives (SLOs)

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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).

WHST.9-10.4

6.2.12.A.5.a

6.2.12.B.5.b

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).

RH.9-10.7

6.2.12.B.5.a

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).

WHST.9-10.1

6.2.12.C.5.a

## **Essential Questions**

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- How does the consideration of different viewpoints influence how one thinks and acts?
- What are the roles and responsibilities of citizens and government in a democratic society?
- What effect does a communist government have on society?
- What effect does a democratic government have on society?
- What is worth fighting for?
- Why do people fight?

## **Lesson Titles**

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- Chapter Pre-Reading
- The Cold War Begins
- The Korean War
- The Vietnam War
- Cold War Around the World
- Duck and Cover Activity
- Vietnam Movie
- Review Game

## Standards/Indicators

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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.c	Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
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.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.CS5	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.

## 21st Century Skills and Career Ready Practices

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<ul style="list-style-type: none"><li>• Communication and Collaboration</li><li>• Critical Thinking and Problem Solving</li><li>• Information Literacy</li></ul>	
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.C.1	Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions.
PFL.9.1.12.D.2	Assess the impact of inflation on economic decisions and lifestyles.
PFL.9.1.12.D.3	Summarize how investing builds wealth and assists in meeting long- and short-term financial goals.
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

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ELA

Sociology

LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
	Range of Reading and Level of Text Complexity
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
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.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
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.9-10.1.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.9-10.1.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.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.3.2	Social statuses and roles
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

## **At Risk Modifications**

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- Meetings at Delsea One
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Allow extra time for completion of homework dependent upon circumstances
- SWAG

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK**

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Blooms:

Students will define new vocabulary terms from the unit (Remembering).

Students will be able to discuss why America wanted to spread democracy and the Soviets communism (Understanding).

Students will explain why American got involved in Korea and Vietnam (Applying).

Students will compare and contrast the Korea and Vietnam War (Analyzing).

Students will be able to defend America's position of protecting democratic countries (Evaluating).

Students will predict if nuclear build-up will lead to a global catastrophe (Creating).

- Analyzing Primary Sources
- Delsea One
- Group Activity
- Lecture/Discussion
- Map Activity
- Movie
- Review Game
- SWAG
- Video Analysis
- Vocabulary Exercises

## **Modifications:**

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## **ELL Modifications**

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- Provide ELL students with multiple literacy strategies
- Delsea One
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Offer alternate/or modify assessments
- Provide learning objective and skill objective
- Provide support as ELL students move through all levels of language acquisition: scaffold learning, processing time, as well as other modifications mentioned above
- Repeat, reword, clarify
- SWAG
- Use graphic organizer
- Use real objects when possible
- Use visuals

## **IEP & 504 Modifications**

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- modeling and showing lots of examples
- allowing co-teaching with general education and special education teachers/aides in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)
- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study from
- Current events can be watched or read
- Delsea One
- direct teaching and/or assistance for organization, social skills/peer interactions
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- Preferential Seating
- Projects can be submitted digitally or paper
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- Read test aloud
- Repeat reword and clarify
- Repetition of key concepts through varied methods
- SWAG
- Test in small groups

## **G&T Modifications**

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- Evaluation and creation of thesis statements

- Analysis of current events to understand origins from historical periods.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.
- Delsea One
- Determine where students' interests lie and capitalize on their inquisitiveness. (Is there a Invite students to explore different points of view on a topic of study and compare the two).
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking)
- ELA - Self-evaluation of writing with teacher or student-generated rubrics. Evaluation sheets or color coding can work well for this
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Generating and testing hypotheses
- Modeling
- SWAG

## Technology

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- DVD -- Clips from "Bridge of Spies"
- Chromebooks
- DVD -- Movie "We Were Soldiers"
- GoGuardian.com
- Google Classroom
- Kahoot.com
- Quizlet.com
- Smartboard
- Turnitin.com

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
TECH.8.2.12.B.CS4	The influence of technology on history.

## Formative Assessment

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### Warm-Up:

Current Event Activity

Idea Spinner

Current Event Quizzes

### **Anticipatory Set:**

Impact of nuclear bombs

Olympics during the Cold War

US /Russia relations today

Directions for the review game

Prepare and Motivate students for their Test/Quiz

### **Closure:**

Debriefing

Exit Card

Homework Assignments

Quizzes on Cold War Alliances, Korean War, Vietnam War, and the Cuban Missile Crisis

Self Assessment

Linkage

Whip Around

Review Quiz

Think-Pair-Share

## **Summative Assessment**

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- Essay on Cold War Origins
- Notebook
- Test on the Cold War

## **Benchmark**

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessment**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Resources & Materials**

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- Chapter Primary Sources
- DVDs
- GoGuardian
- Historical Maps on the Iron Curtain
- Kahoot
- Quizlet
- Textbook -- World History : Connections To Today
- Turnitin