

Unit J -- End of the Cold War

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

Unit Overview

This unit will cover how the Cold War came to an end. Students will learn what brought down communist governments in the USSR and Eastern Europe, and why China is still communist today. The unit will include the following information:

- * What is Needed to Make Democracy Work
- * Ronald Reagan and Gorbachev
- * Star Wars
- * Eastern Europe Moves Towards Democracy
- * Berlin Wall
- * Germany Unifies
- * Collapse of the Soviet Union
- * Breakup of Czechoslovakia and Yugoslavia
- * China and Communism
- * Tiananmen Square Massacre
- * Communist Countries Today
- * US Wins the Cold War

Enduring Understandings

- A nation must balance concerns for national security with the possible detrimental effects on citizens' health, environment, and rights.
- Cold War ideological struggles between the superpowers had far-reaching global consequences still present today.
- Not all wars involve direct military fighting: the Cold War was an ideological conflict that emerged between the United States and the Soviet Union in the post-World War II era.
- The military must be able to back the government when there is internal conflict within the nation.

Standards/Indicators/Student Learning Objectives (SLOs)

Write an informative/explanatory text that assesses the reasons for and consequences of communism (i.e., Mao Zedong, Great Leap Forward, and Cultural Revolution) and shift toward a market economy in China (i.e., Deng Xiaoping's reforms, export-based economy, and Tiananmen Square).

WHST.9-10.2
6.2.12.C.5.e

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.

RH.9-10.6
6.2.12.B.5.b

Compare and contrast texts relating to the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

RH.9-10.9
6.2.12.A.5.e

Essential Questions

- Are presidents given too much power to influence historical events?
- Are you willing to give up your freedom for a guarantee of safety?
- How does the evaluation of past events help us to make future decisions?
- Is it acceptable to use other groups of people to fight battles for you even if they are negatively impacted in the process?
- With the invention of nuclear weapons, have we created a less violent world?

Lesson Titles

- Democracy vs. Communism Activity
- Eastern Europe Moves Towards Democracy
- Berlin Wall
- Fall of the Soviet Union
- Tiananmen Square Massacre
- Cold War Olympic History
- Review Game

Standards/Indicators

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.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.d	Determine the challenges faced by developing nations in their efforts to compete in a global economy.
SOC.6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
SOC.6.2.12.D.5.d	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.
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

- Critical Thinking and Problem Solving
- Global Perspectives
- Information Literacy

PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
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

ELA

Sociology

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.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.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
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.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.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.9-12.3.3.2	Primary and secondary groups
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality

At Risk Modifications

- 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

Blooms:

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

Students will recognize the impact on the world from the US winning the Cold War (Understanding).

Students will demonstrate how its important for the military to back the government (Applying).

Students will compare and contrast the fall of the USSR and Berlin Wall (Analyzing).

Students will be able to defend why East German citizens wanted the Berlin Wall torn down (Evaluating).

Students will predict if democracy will ever come to China (Creating).

- Analyzing Primary Sources
- Compare and Contrast
- Delsea One
- Demonstration
- Lecture/Discussion
- Map Activity
- Media Center
- Observation
- Review Game
- SWAG
- Video Analysis
- Vocabulary Exercises

Modifications:

ELL Modifications

- Use graphic organizer
- Be flexible with time frames and deadlines
- Delsea One
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Provide ELL students with multiple literacy strategies

- Provide learning objective and skill objective
- Repeat, reword, clarify
- SWAG
- Use real objects when possible
- Use visuals with maps of the Cold War

IEP & 504 Modifications

- less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content) OR fewer options such as A - C only
- Projects can be submitted digitally or paper
- 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
- Delsea One
- if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc... if the student is expected to be testing on understanding that paragraph or quote to answer future questions. Use with historical documents.
- 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
- modeling and showing lots of examples
- Options for type of project relating to content
- Preferential Seating
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- Read test aloud
- Read test aloud
- Repeat reword and clarify
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- SWAG
- Test in small groups

G&T Modifications

- 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.
- Document Based Questions on the Cold War (DBQs)
- Employ differentiated curriculum to keep interest high.
- Free Response Question on the Cold War (FRQs)
- Generating and testing hypotheses
- Repetition of key concepts through varied methods
- SWAG

Technology

- Chromebooks
- DVD -- Clips from movie "Bridge of Spies"
- DVD -- Clips from the movie "Miracle"
- GoGuardian.com
- Google Classroom
- Kahoot.com
- Quizlet.com
- Smartboard
- Turnitin.com
- YouTube -- <https://www.youtube.com/watch?v=hooL98OwIMM>
- YouTube -- <https://www.youtube.com/watch?v=QjOZQmo1SeQ>
- YouTube -- <https://www.youtube.com/watch?v=qq8zFLiftGk>
- YouTube -- https://www.youtube.com/watch?v=rf2_HytWIXY
- YouTube -- <https://www.youtube.com/watch?v=zmRPP2WXX0U>

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.CS1	Apply existing knowledge to generate new ideas, products, or processes.
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

Warm-Up:

Current Event Activity

Anticipatory Set:

Impact of nuclear weapons today

Olympics History

The importance of the military backing its government

Review MP4 Assessment

Prepare and Motivate students for their Test/Quiz

Closure:

Debriefing

Exit Card

Homework Assignments

Quizzes on the collapse of the USSR and East Germany

Linkage

Review Quiz

Think-Pair-Share

Observation

Oral Questioning

Summative Assessment

- DBQ on the Cold War
- Essay on the breakup of communist countries
- Notebook
- Test on the End of the Cold War

Benchmark

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

- Chapter Primary Sources
- DVDs
- GoGaurdian
- Historical Maps of the USSR
- Kahoot
- Quizlet
- Textbook -- World History : Connections To Today
- Turnitin