

Unit I -- Beginning of the Cold War

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

Unit Overview

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
- * Democracy vs. Communism
- * Truman Doctrine and the Marshall Plan
- * Nuclear Build-Up
- * Space Race
- * Communism in China
- * Korea War
- * Demilitarized Zone
- * Vietnam War
- * US Difficulties With the War
- * Result of the Vietnam War
- * Cold War Around the World
- * Cuban Missile Crisis
- * Olympics
- * Detente

Enduring Understandings

- 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.

Essential Questions

- 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

- 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/Student Learning Objectives (SLOs)

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

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.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
SOC.6.2.12.C.5.a	Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.
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.c	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
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.

21st Century Skills and Career Ready Practices

- Communication and Collaboration
- Critical Thinking and Problem Solving
- Global Perspectives
- Information Literacy
- Media Literacy

PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.B.1	Prioritize financial decisions by systematically considering alternatives and possible consequences.
PFL.9.1.12.B.2	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
PFL.9.1.12.C.2	Compare and compute interest and compound interest and develop an amortization table using business tools.
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.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
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.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.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
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.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.
SOC.9-12.2.1.2	Material culture
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.2.4	American values
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4.1	Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age
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.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality

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

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).

SWAG

Meetings at Delsea One

- Analyzing Primary Sources
- Group Activity
- Lecture/Discussion

- Map Activity
- Movie
- Review Game
- Video Analysis
- Vocabulary Exercises

Modifications: G&T, LES, Special Education

ELL Modifications

- SWAG
 - Meetings at Delsea One
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- Establish a framework allowing ELL students to understand and assimilate new ideas and information
 - Front load information
 - Offer alternate/or modify assessments
 - Provide ELL students with multiple literacy strategies
 - 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
 - Tap prior knowledge
 - Use graphic organizer
 - Use real objects when possible
 - Use visuals

IEP & 504 Modifications

- SWAG
 - Meetings at Delsea One
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- 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
 - direct teaching and/or assistance for organization, social skills/peer interactions
 - higher level reasoning questions such as, DBQs or RAFTs, would have less weight than other questions or possibly be provided as extra credit questions to provide exposure to these questions but not

something that will be a detriment to the student's ability to share knowledge of content

- modeling and showing lots of examples
- Political cartoons of the Cold War and other images/graphics should include a synopsis
- 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
- Repeat reword and clarify
- Repetition of key concepts through varied methods
- Tap prior knowledge
- Test in small groups
- Use visuals

G&T Modifications

- SWAG
- Meetings at Delsea One
- Analysis of current events to understand origins from historical periods.
- Argumentation and debate
- 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.
- 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)
- 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.
- Evaluation and creation of thesis statements
- Free Response Question on the Cold War (FRQs)
- Generating and testing hypotheses
- Modeling

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

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Formative Assessment

Warm-Up:

Current Event Activity

Idea Spinner

Current Event Quizzes

Journal Entry

Anticipatory Set:

Impact of nuclear bombs

Olympics during the Cold War

US /Russia relations today

Why does America play the role of world police 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

Turn To Your Partner

Review Quiz

Think-Pair-Share

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Summative Assessment

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

Resources & Materials

- Chapter Primary Sources
- DVDs
- GoGaurdian
- Historical Maps on the Iron Curtain
- Kahoot
- Quizlet
- Textbook -- "World History : The Modern Era"
- Turnitin

Technology

- Chromebooks
- DVD -- Clips from "Bridge of Spies"
- DVD -- Movie "We Were Soldiers"
- GoGuardian.com
- 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.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.