

# Unit J -- End of the Cold War

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

## Unit Overview

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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
- \* Commonwealth of Independent States
- \* Breakup of Czechoslovakia and Yugoslavia
- \* China and Communism
- \* Tiananmen Square Massacre
- \* Communist Countries Today
- \* US Wins the Cold War

## Enduring Understandings

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- 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.

## Essential Questions

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- 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

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

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

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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

## 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.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.

## 21st Century Skills and Career Ready Practices

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

PFL.9.1.12.F.1	Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.
PFL.9.1.12.F.2	Assess the impact of emerging global economic events on financial planning.
PFL.9.1.12.F.3	Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
PFL.9.1.12.G.1	Analyze risks and benefits in various financial situations.
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.9-10.1	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.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.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
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.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.2.2	Cultural relativity
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

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## **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).

### **SWAG**

#### **Meetings at Delsea One**

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

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### **Modifications:**

## **ELL Modifications**

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- SWAG
- Meetings at Delsea One

- Be flexible with time frames and deadlines
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Front load information
- Provide ELL students with multiple literacy strategies
- Provide learning objective and skill objective
- Repeat, reword, clarify
- Tap prior knowledge
- Use graphic organizer
- Use real objects when possible
- Use visuals with maps of the Cold War

## **IEP & 504 Modifications**

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- SWAG
- Meetings at Delsea One

- 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
- 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.
- 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
- modeling and showing lots of examples
- Options for type of project relating to content
- 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
- Test in small groups

## **G&T Modifications**

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- SWAG
- Meetings at Delsea One

- 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)
- Employ differentiated curriculum to keep interest high.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Free Response Question on the Cold War (FRQs)
- Generating and testing hypotheses
- Modeling
- Repetition of key concepts through varied methods
- Thematic learning

## **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

## **Benchmark Assessments**

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Skills-based assessment

Reading responses

Writing responses

## **Formative Assessment**

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### **Warm-Up:**

Current Event Activity

Idea Spinner

Current Event Quizzes

Journal Entry

### **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

Self Assessment

Linkage

Whip Around

Turn To Your Partner

Review Quiz

Think-Pair-Share

Observation

Oral Questioning

### **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations



Reflective pieces  
Concept maps  
Case-based scenarios  
Portfolios

## Summative Assessment

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

## Resources & Materials

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

## Technology

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- 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](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.