

Unit #6: The Origins of the Cold War

Content Area: **Social Studies**
Course(s): **IB 20th Century Topics**
Time Period: **Third Marking Period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

This topic addresses East-West relations from 1945. It aims to promote an international perspective and understanding of the origins, course and effects of the early years of the Cold War—a conflict that dominated global affairs from the end of the Second World War to the early 1990s. It includes superpower rivalry and events in all areas affected by Cold War politics such as spheres of interest, wars (proxy), alliances and interference in developing countries.

STAGE 1- DESIRED RESULTS

2016 New Jersey Student Learning Standards- Social Studies

SOC.6.1.12.A.12.a	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
SOC.6.1.12.A.12.b	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
SOC.6.1.12.B.12.a	Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.
SOC.6.1.12.D.12.b	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
SOC.6.1.12.D.12.c	Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
SOC.6.1.12.D.15.b	Compare the perspectives of other nations and the United States regarding United States foreign policy.
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.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.

Essential Questions

- What impact did World War II have on Germany and Japan?
- What were the economic, political, and social causes of the Cold War?
- Why and how did the Soviet Union dominate Eastern Europe?
- What was the response among Eastern European nations to the Soviet Union's control?
- What was containment?
- How did the rivalry between the two superpowers impact other nations around the world?
- What is the purpose of the United Nations?
- What role did science and technology play during the Cold War?
- How did the Cold War influence conflicts or events in other areas of the world?
- Who is ultimately responsible for the start of the Cold War?
- What is the main reason for the start of the Cold War?
- Can an ideological war be more dangerous than a physical war?
- Why was the Cold War so tense when the two superpowers were never actually involved in a "Hot War"?

Enduring Understanding

- Ideological differences and other factors contributed to the Cold War and to US involvement in conflicts intended to contain communism.
- Cold War tensions between the US and Communist countries resulted in conflict.
- The Cold War conflict influenced domestic and foreign policy for over forty years.
- The development of nuclear weapons by industrialized countries and developing countries affected international relations.

Students will know...

Cold War, ideology, superpower, spheres of influence, communism, Karl Marx, Marxism, Stalinism,

Democracy, Capitalism, Yalta Conference, Potsdam Conference, Liberalism, Fascism, Socialism, Conservatism, Right Wing, Left Wing, Idealism, United Nations, containment, Marshall Plan, Truman Doctrine, NATO, Warsaw Pact, Joseph Stalin, Berlin Airlift, Korean War, HUAC, Douglas MacArthur, Joseph McCarthy, space race, arms race, brinkmanship, Berlin Wall, Security Council, Iron Curtain, Domino Theory

Students will be able to...

- Identify the strengths and weaknesses of the contending explanations for the start of the Cold War.
- Outline the goals of the U.S. policy of containment, the Truman Doctrine, the Marshall Plan, and the formation of NATO.
- Identify some of the main periods of increase and decrease in Cold War tensions.
- Describe the transformation of the global economy in the post-World War II world.
- Describe the precipitating events and consequences of the Korean War, the Cuban Missile Crisis, and the Vietnam War.
- Describe the periods of cooperation between the United States and the Soviet Union prior to the Cold War and discuss how the cooperation broke down.
- Assess the strengths and shortcomings of the contending explanations for the Cold War's end.
- Apply the levels of analysis to explain events from the period of the Cold War.
- Apply realism, liberalism, and constructivism to events from the period of the Cold War.

STAGE 2- EVIDENCE OF LEARNING

Formative Assessment During Lesson

- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)

- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

Authentic Assessments- Suggested

- development of multiple essays
- fishbowl discussions
- readings of time period appropriate documents
- debates
- analysis of political cartoons
- creation of political cartoons
- flipped classroom questioning
- presentations(PowerPoint, Prezi, Kahoot)
- Boss Battle questioning

Benchmark Assessments

- writing samples
- literary responses
- oral reports
- demonstrations showing understanding how-to-manuals
- dramatizations

- memory maps

STAGE 3- LEARNING PLAN

Instructional Map

- Students will conduct fishbowl discussion on how conflict could have started between wartime allies.
- Student IBooks are updated to serve as a study guide for the IB exams. As students create research papers or presentations they will be added to these iBooks for an all-encompassing iBook textbook to be completed and used to study for the IB exam.
- Documents are supplied and the students will examine, analyze, and draw conclusions from the supplied information.
- Students will conduct research on historical controversies of their own choosing to identify historiography.
- Presentations will be constructed to illustrate the causes of the Cold War and how misunderstandings played a major role.
- The class as a whole will conduct peer writing.
- Small groups will develop presentations debating historiographical arguments.
- Students will write an essay discussing a historical topic being sure to discuss the topics historiography.

Modifications/Differentiation of Instruction

In order to modify the unit for students with **different academic abilities**, the teacher will provide extra time for students who are in need of it. Also, oral directions would be provided in order to make clear the requirements of the assignments.

In order to modify the unit for **ELL students**, the highlighted text will be given to students. Also, oral direction and repeated Drill/Practice will be provided to the student. Use of Audio resources could also be incorporated.

In order to modify the unit for **students with special needs**, the teacher will provide extra time for students who are in need of it. Also, oral directions would be provided in order to make clear the requirements of the assignments. Depending of the needs of the student, extended time, frequent breaks, preferential seating, and audio resources could be incorporated in the unit.

Modification Strategies

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

Differentiation Strategies

High Preparation Differentiation

- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas

- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

Low Preparation Differentiation

- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

Horizontal Integration- Interdisciplinary Connections

Language Art: Literature, Poetry from the time period

Fine and Performing Arts: Art, Plays, Movies from the time period

Science & Technology: Scientific or Technological advances made during the time period

Math: Analysis and manipulation of statistics or other numeric information

Vertical Integration- Discipline Mapping

The IB 20th Century course is offered during the Senior year of High School. Students will have been exposed to courses of study in United States Geography (Grade 4), World Geography (Grade 5), United States History Settlement through Constitutional Ratification (Grade 6), United States History- Early Republic through Reconstruction (Grade 7), World History 8 (Beginning of Human Society through Expanding Exchanges and Encounters), World History HS (The Emergence of the First Global Age through Contemporary Issues), United States History I HS (Revolution through Progressive Era), and IB History of the Americas. The skills outlined in the Common Core State Standards have been developed and expanded upon so that students reaching the 12th grade can successfully address the demands required of them in the IB program.

Additional Materials

The National Experience: A History of the United States (8th Edition) Harcourt Brace Jovanovich College Publishers by Blum, McFeely, Morgan, Schelesinger Jr., Stamp, and Woodward

The Media at War St. Martin's Press by Susan L. Carruthers

The Cold War Pearson by Keely Rogers and Jo Thomas

The Cold War Cambridge University Press by Allan Todd

Causes, Practices and Effects of Wars Cambridge University Press by Mike Wells

Causes, Practices and Effects of Wars Pearson by Keely Rogers and Jo Thomas

Authoritarian and Single-Party States Pearson by Brian Mimmack, Daniela Senes, Eunice Price

Russia, America and the Cold War (2nd Edition) Pearson by Marin McCauley

