



Title III Technology Literacy Challenge Grant

Learning Unit

LU Title: The Cold War	Author(s): Vince Pompo Web page: www.mrsocialstudies.homestead.com
Grade Level: 10th Grade	School: VVS High School
Topic/Subject Area: Global History and Geography	Address: Route 31, Verona, NY
Email: vpompo77@yahoo.com	Phone/Fax: (315) 829-2520

[Overview/Content Knowledge/Essential Questions/NYS Learning Standards/Initiating Activity/Learning Experiences/Culminating Performance/Pre-Requisite Skills/Modifications/Schedule/Time Plan/Technology Use](#)

OVERVIEW

Upon completing a unit on World War II, the student of this course will then proceed to content oriented on the Cold War. The time period covered in this unit will include 1945 and run through the mid-1980's. Upon starting this unit, the student will already understand that the uncomfortable alliance between the United States and the Soviet Union during World War II was beginning to wither away. Concomitantly, the student will understand that European nations, devastated by the War, were no longer able to exert their hegemony over their colonies. Consequently, after World War II the world became host to a "chess game" played by the United States and the Soviet Union who both sought to extend their influence. This period of competition, waged in an economic, political, militaristic, technological and spiritual manner, is known as the Cold War. Once this unit is completed, the student will move on to nationalist movements in colonies after World War II.

CONNECTIONS TO NYS LEARNING STANDARDS

List Standard # and Key Idea #: Write out related Performance Indicator(s) or Benchmark(s)

- Standard 2.2.5.: *Investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.*

- Standard 2.4.2.: *Interpret and analyze documents related to significant developments and events in world history.*
- Standard 4.1.5.: *Compare and contrast the United States economic system with other national economic systems, focusing on the three fundamental economic questions.*
- Standard 5.1.2.: *Compare various political systems with that of the United States in terms of ideology, structure, function, institution, decision-making, citizenship roles and political culture.*

ENDURING UNDERSTANDINGS

- The student will understand that the combination of philosophical differences and competition for influence between powerful nations (i.e.: the Soviet Union and the United States) often leads to “cold” or “hot” hostilities.
- The student will understand that hostilities and the competition for influence between powerful nations can affect or influence other parts of the world.
- The student will understand that war, as exemplified by the Cold War, is often carried out in a political, economic, technological, diplomatic and/or spiritual manner.
- The student will understand that war goes through stages that may include actual hostilities, simmering of hostilities or attempts at peace.
- The student will understand that nations, during times of war, will use different means of swaying its populace.

ESSENTIAL QUESTIONS (PROVACATIVE QUESTIONS):

1. How do former allies of a war become enemies after a war?
2. How is the Cold War similar to black-white relations in America or Jewish and Muslim relations in the Middle East?
3. Which system, communism or capitalism, provides for the needs of the people more?
4. If you were a leader of a former European colony why might you be attracted to the ideas of communism/socialism?
5. How did the buildup of nuclear arms by the United States and the Soviet Union help to avert war?
6. Is there a Cold War in the world today?

CONTENT KNOWLEDGE

Declarative (know that): <i>Upon completion of this unit the student will know ...</i>	Procedural (know how): <i>Upon completion of this unit the student will be able to...</i>
... what the Cold War was.	... refine his/her document analysis skills.
... when the Cold War was.	... improve his/her technology integration by devising a chart (using excel) that highlights Cold War tension.
... who the “combatants” and their corresponding alliances were.	... refine his/her debating and empathic skills by taking sides on the Cold War.
... how the Cold War was carried out.	... develop his/her writing skills by completing a thematic essay.
... the major events associated with the Cold War.	... improve his/her mapping skills.
... why the Cold War took place.	... develop his/her listening skills.
... the different levels of tension that existed during the Cold War.	
... the relative strength of the Soviet Union and the United States as 1989 approached.	

INITIATING ACTIVITIES (POINT OF ENTRY)

1. Play the song *Russians* by Sting and answer questions or research historical-related terms/concepts/individuals found in the song that relate to the Cold War. See:
http://www.mrsocialstudies.homestead.com/files/STING_RUSSIANS.doc
2. Play different segments of Rocky IV that highlight how Americans and Soviets viewed each other and competed with each other. Also, note how Rocky IV, an American produced film, is biased against the Soviet Union and its way of life. This exercise can be facilitated through a question sheet and a short discussion. See:
http://www.mrsocialstudies.homestead.com/files/ROCKY_IV.DOC

LEARNING EXPERIENCES

In chronological order, including acquisition experiences and extending/refining experiences for all stated declarative and procedural knowledge.

1. **Day 1 & 2:** Initiating Activities - Upon completion of the above initiating activities, the student of the course will have a general understanding or foundation for further study into the Cold War.
2. **Day 3:** Having already completed content oriented on democracy (i.e.: Athenian Democracy), capitalism (i.e.: Adam Smith, the Industrial Revolution, etc.) and collective authoritarianism (i.e. Stalinism), the student of the course will then complete a Venn Diagram highlighting the difference between America's political and economic institutions and those of the Soviet Union. The results of this inquiry can then be placed on an overhead. There should be little written in the intersection area of the Venn Diagram.
3. **Day 4:** The student will situate the Cold War in a geographic manner by color-coding a world map using 4 different colors: **red** representing communist nations; **blue** representing democratic nations; **blank** representing former/present colonies and **yellow** representing non-aligned nations. The student will also complete a map of the former Germany and Berlin by also color-coding it. Once this is completed the student will now have a visual of how the world existed during the Cold War, and also, he/she will be able to better understand where the two superpowers will vie for influence.
4. **Day 5 & 6:** After completing both primary and secondary readings oriented on the Cold War, the student will match these events (i.e.: the Marshall Plan; the Berlin Airlift; the Brezhnev Doctrine, etc.) with excerpts taken from primary documents.
5. **Day 6 & 7:** The student will create a graph with Cold War Events on the horizontal axis and hypothetical tension on the vertical axis. He/she will then use Microsoft Excel to plot each event with its corresponding and hypothetical level of tension (i.e.: higher level of tension is higher up on the vertical axis).
6. **Day 8 & 9:** With a firm understanding of the Cold War now at hand, the student of the course will analyze the quintessential Cold War Event - that being the Cuban Missile Crisis. This could be achieved by listening to audiotapes including President Kennedy's address to the nation and/or Adlai Stevenson's U.N. speech. The student can also research different newspaper headlines from around the world and at the time of the Crisis that show the contentious nature of this event. Finally, the student can watch various clips of the video *Thirteen Days in October* that highlight the event.

PERFORMANCE ASSESSMENTS FOR THIS UNIT:

1. Research all historical-related terms found on the song *Russians*. For each one define and/or elaborate on it as it relates to the Cold War. Students can use the Internet, CD ROMs or Library books.

Major criteria in grading this assessment: * *The authenticity and historical accuracy of the students' research.*

2. Complete a quiz in which the student has to match a primary or secondary quote with the appropriate Cold War event. Example of some quotes can be found at:

http://mrsocialstudies.homestead.com/files/COLD_WAR_QUOTES.doc

Major criteria in grading this assessment: * *The quotes must be appropriately matched with the Cold War event.*

3. Create an excel worksheet highlighting tension experienced during the Cold War.

Major criteria in grading this assessment: * *The worksheet must be accurate in depicting the level of tension and its corresponding Cold War event.*

CULMINATING PERFORMANCE

Include rubric(s)

- Upon completion of this unit the student will then complete a Thematic Essay whose topic or theme is the Cold War. The essay can be found at:
http://mrsocialstudies.homestead.com/files/THEMATIC_ESSAY_COLD_WAR.DOC

TOOLS USED:

- General Outline used for Thematic Essays:
http://www.mrsocialstudies.homestead.com/files/THEMATIC_ESSAY_OUTLINE.doc
- A checklist used for writing essays:
<http://www.mrsocialstudies.homestead.com/files/ESSAYORGANIZER.doc>
- General Thematic Essay Rubric:

**THEMATIC ESSAY
GENERIC SCORING RUBRIC**

Score of 5:

Shows a thorough understanding of the theme or problem
Addresses all aspects of the task
Shows an ability to analyze, evaluate, compare and/or contrast issues and events
Richly supports the theme or problem with relevant facts, examples, and details
Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task
and concludes with a summation of the theme or problem

Score of 4:

Shows a good understanding of the theme or problem
Addresses all aspects of the task
Shows an ability to analyze, evaluate, compare and/or contrast issues and events
Includes relevant facts, examples, and details, but may not support all aspects of the theme or problem evenly
Is a well-developed essay, demonstrating a logical and clear plan of organization
Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task
and concludes with a summation of the theme or problem

Score of 3:

Shows a satisfactory understanding of the theme or problem
Addresses most aspects of the task or addresses all aspects in a limited way
Shows an ability to analyze or evaluate issues and events, but not in any depth
Includes some facts, examples, and details
Is a satisfactorily developed essay, demonstrating a general plan of organization
Introduces the theme or problem by repeating the task and concludes by repeating the theme or problem

Score of 2:

Shows limited understanding of the theme or problem
Attempts to address the task
Develops a faulty analysis or evaluation of issues and events
Includes few facts, examples, and details, and may include information that contains inaccuracies
Is a poorly organized essay, lacking focus
Fails to introduce or summarize the theme or problem

Score of 1:

Shows very limited understanding of the theme or problem
Lacks an analysis or evaluation of the issues and events
Includes little or no accurate or relevant facts, examples, or details
Attempts to complete the task, but demonstrates a major weakness in organization
Fails to introduce or summarize the theme or problem

Score of 0: Fails to address the task, is illegible, or is a blank paper

PRE-REQUISITE SKILLS REQUIRED FOR THIS UNIT:

- Skills of analysis
- Oral and audio(listening) skills
- Mapping skills
- Thematic essay writing skills
- Web surfing

MODIFICATIONS NEEDED FOR THIS UNIT:

- I.E.P. mandated modifications
- Subtitles for hearing impaired when showing video clips
- Overhead lyrics for hearing impaired
- Tutorial on search engines for those unfamiliar with Internet searches
- Tutorial on using excel for those who are unfamiliar with this software

UNIT SCHEDULE/TIME PLAN FOR THIS UNIT:

As noted above, this unit should take about nine (9) school days which does not include time for the culminating assessment. As per the Global History curriculum, this unit should fall in the latter part of the 10th grade school year.

TECHNOLOGY APPLICATION FOR THIS UNIT:

- Access to the Internet to research headlines and to access various question sheets and the Thematic Essay
- Use of Microsoft Excel to create tension graph
- CD burner and player for audiotapes
- VCR and television to play various video clips