

## Lesson Plan

<b>Unit Title:</b>	The Cold War (1946 – 1965)
<b>Grade Level:</b>	Grade 9 -11
<b>Subject/Topic:</b>	Social Studies
<b>Key Words:</b>	Language arts, social studies, comprehension, critical thinking, Hyperstudio, QTVR, GoLive and Imovie
<b>Time Frame:</b>	Two weeks/ four class per week/ 45 minutes per class
<b>Number of students:</b>	20 per class
<b>Unit Designer:</b>	Yuhong Sun

### Summary of Lesson:

The Cold War is an interdisciplinary unit intended to provide students in Grade 9-11 with the basic knowledge and concepts of the cold war between 1946 to 1965. The instruction and activities in the unit are designed to support student acquiring knowledge and critical thinking skills with Hyperstudio, QTVR, GoLive and Imovie.

### General goals of the unit:

- To know the concepts of the cold war
- To be aware of the factors that could threaten our peace
- To appreciate and enjoy every minute the peace we have
- To create Hyperstudio cards to represent the understanding of the cold war

### Link to Content Standards:

#### ISTE Technology Foundation Standards for Students

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, and produce other creative works.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

### Maine Learning Results

<b>Language arts</b> <ul style="list-style-type: none"><li>• Students use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</li><li>• Students use reading, listening, and</li></ul>	<b>Social studies</b> <ul style="list-style-type: none"><li>• Students will understand the political relationships between the United States and other nations.</li><li>• Students will use the chronology of history and major eras to</li></ul>
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<p>viewing strategies to experience and understand history and culture.</p> <ul style="list-style-type: none"> <li>• Students apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.</li> <li>• Students develop skills in oral and written presentation for one-way communication with an individual or a group.</li> <li>• Students develop communication skills for direct conversation and written correspondence.</li> <li>• Students cooperate with others in the group work and share with each other their point of view.</li> </ul>	<p>demonstrate the relationships of events and people.</p> <ul style="list-style-type: none"> <li>• Students will develop historical knowledge of major events, people, and enduring themes in the United States, and throughout world history.</li> <li>• Students will develop knowledge of the past and its relationship to the present.</li> <li>• Students will develop research and presentation skills.</li> <li>• Students will develop historical thinking skills.</li> </ul>
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**Unit Design Packet**

<p><b>Contents:</b></p> <ul style="list-style-type: none"> <li>• Completed template pages</li> <li>• Completed blueprint for performance task</li> <li>• Completed blueprint for other evidence</li> <li>• List of materials and resources</li> <li>• Assessment / Evaluation (rubrics)</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Text books</li> <li>• Handouts</li> <li>• Books on The Cold War</li> <li>• CNN Cold War programs</li> <li>• GoLive, QTVR, PDF, Hyperstudio</li> <li>• Access to the Internet</li> </ul>
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## Step One

### 1. Desired enduring understandings

Students will understand:

- A cold war is a war of words, threats, economics, and politics.
- A cold war is a state of tension between nations without actual fighting.
- A cold war is an uneasy peace marked by constant tension.
- A cold war is hostility between nations that steps just short of open war.

### 2. Essential questions that will guide this unit and focus teaching and learning

- How could a few political figures' decisions determine the courses of millions of people's lives?
- How could mutual distrust, suspicion, and misunderstandings between nations lead to the fear and insecurity in people's mood?
- What could we do to keep the world peace?

### 3. Key knowledge and skills that students will acquire as a result of this unit

<b>Students will know</b>	<b>Students will be able to</b>
<ul style="list-style-type: none"><li>• The turning point at Yalta</li><li>• Truman's containment policy</li><li>• Crisis in Berlin</li><li>• The cold war in Asia</li><li>• The impact of the Korean War</li><li>• Eisenhower's new cold war strategy</li><li>• The CIA's involvement in the cold war</li><li>• The cold war in Latin America</li></ul>	<ul style="list-style-type: none"><li>• Define the concept of "cold war."</li><li>• Compare and contrast cold war and hot war</li><li>• Explore the major historical/political events occurring during this era that were directly related to the cold war.</li><li>• Explain the opposing military alliances that formed during the Cold War (NATO / Warsaw Pact) and their corresponding superpower</li><li>• Discuss the dangers of the cold war.</li><li>• Compose Hyperstudio cards to represent the understanding of different aspects of the cold war</li></ul>

### Prerequisites for this unit:

- Basic skills of creating Hyperstudio cards.
- Basic skills of Internet navigating.
- Basic skills of writing reports to demonstrate the understanding of the cold war.

## **Step Two**

### **Evidence that will show that students understand (performance tasks)**

There are three performance tasks in this unit: Jigsaw, Interview, Role-play and Hyperstudio presentations in the four-work performances.

#### **Performance One: Jigsaw**

The goal of this activity is to let students know the major events that happened during the cold war period between 1945 to 1965. There are five major events listed in this activity. Students are divided into 5 groups by the same number they draw. Each group is assigned a number (1 to 5). Each number is a topic. Number 1 is Berlin Crisis. Number 2 is Cuban Crisis. Number 3 is Communist Victory in China. Number 4 is Yalta Conference and Number 5 is Korean War.

Students are required to explore and search information on the Internet for the topic they are assigned. After each group investigates and understands the topic they are assigned, they are regrouped so each group contains a 1, 2, 3, 4, and 5. Each student is to be the teacher of his or her topic and his or her task is to teach others the topic he/she is familiar with.

#### **Performance Two: Interview and Composition**

The goal of this activity is for students to understand the impact that space race and arms race between Soviet United and the United States had on people's lives. To better understand the impact, students are required to have an interview with people who grew up during the cold war. After the interview students should understand and sympathize the fear and the tension that people underwent during the cold war. And then write an essay based on the interview.

#### **Performance Three: Role-play and Group Work**

The goal of this activity is for students to understand the major political figures' personality, the leadership style and the role they played during the cold war. There were nine figures listed in this activity. Students are required to choose one of them and then act as the leader in the group. They can choose to make a speech or have a press conference in order to demonstrate the leader's domestic and foreign issues. The nine leaders are Harry Truman, Joseph Stalin, Mao Zedong, Jiang Jieshi, John Kennedy, Franklin Roosevelt, Nikita Krushchev and Fidel Castro.

#### **Performance Four: Hyperstudio Cards**

The final performance is to ask students to create Hyperstudio cards to demonstrate their understanding of the Cold War. Students will work in groups of five. There are some options for the content. Students can make the cards based on the interview or the Cold War leader they choose. The Hyperstudio presentation is a comprehensive activity to illustrate students' full comprehension and interpretation of the cold war and also the evaluation and appreciation of the peace they enjoy today. The cards should be the representations of students' efforts and achievements in four-week cold war study. After they finish the cards, they will share them with their peers in class.

### **Step Three**

#### **Other evidence that show students understand**

Teachers observing students' learning process, making notes while listening to students' conversations in group activities and keeping track of making Hyperstudio cards and presentations

#### **Student self-assessment**

On-line quiz on cold war leaders and cold war events.

Self-reflection identifying learning and confusion

#### **Desired understanding/ content standards that will be assessed through the tasks**

**Knowledge**

**Understanding**

#### **Purpose of the assessment task?**

**Formative** (Jigsaw, Role-play and Interview project)

**Summative** (Hyperstudio Presentation)

#### **Consider the other elements from the students' perspective.**

- How will you help students know where they are headed and why?  
Create a unit packet that has the unit priorities and an outline of the performance task and other evidence.
  - Review criteria for performance tasks.
- How will you hook students through engaging and thought provoking experiences?
  - Challenge students to consider the over-arching questions of the cold war impact.
- How will you make you students reflect and rethink?
  - In small groups, interpret and express their understanding of the cold war.
- How will students exhibit their understanding?
  - Students will be asked to self-reflect the following questions.
    - What I learned.
    - Where I am confused.
    - What I want to know more about.
    - Suggestions for the teacher to improve the teaching methods.

#### **Type of scoring tools that will be used for evaluation**

Rubric (See Rubric)