

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #4
Origins of the Cold War
North Smithfield School Department

TITLE OF UNIT #4 Origins of the Cold War **COURSE** U.S. History, **GRADE** 11
DATE PRESENTED: _____ **DATE DUE:** _____ **LENGTH OF TIME:** Several weeks, quarter, semester

OVERVIEW OF UNIT:

Students will examine how the international community responded to the devastation of World War II. Students will also develop an understanding of the factors and differing viewpoints that contributed to the start of the Cold War. In addition to the rising tensions between The United States and the Soviet Union, the Rational, implantation and effectiveness of the Containment policy will be examined. The impact of the Cold War on America and American society in the post World War II world will be studied.

ESSENTIAL QUESTION

*How did the international community respond to the devastation of World War II?
 What caused the Cold War? Was anyone wrong?
 What were the differences between Capitalism and Communism?
 What led to the creation of Israel?
 Evaluate the rational, implementation and the effectiveness of the containment policy.
 What were the causes of the Korean War and how has a divided Korea remained a source of international tension?
 How were Americans impacted by the Cold War?
 Was communism truly a threat to America?
 How was American society reshaped in the post-World War II era?*

STANDARDS:

| Civics and Government | Historical Perspectives/ RI History Strand | Economics | Geography | Reading | Writing |
|--|--|--|--|---|--|
| G&C 1: People create and change structures of power, authority, and governance in order to accomplish common goals. | HP 1: History is an account of human activities that is interpretive in nature. | E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance | G1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in Spatial terms | Key Ideas and Details | Text Types and Purposes |
| G&C 2: The Constitution of the establishes a government of limited powers that are shared among different levels and branches. G&C 3: In a democratic society, all people have certain rights and responsibilities. | HP 2: History is a chronicle of human activities, diverse people, and the societies they form. HP 3: The study of history helps us understand the present and shape the future. | E2: Producers and consumers locally, nationally, and internally engage in the exchange of goods and services E3: Individuals, institutions and governments have roles in economic systems | G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture. | Craft and Structure Integration of Knowledge | Production and Distribution Research to Build and Present Knowledge |
| G&C 4: People engage in political processes in a variety of ways. | HP 4: Historical events and human/natural phenomena and are influenced by ideas and beliefs | | G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities. | Range of Reading | Range of Writing |
| G&C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally. | HP 5: Human societies and cultures develop and change in response to human needs and wants. | | | | |

FOCUS GSEs

Civics and Government

- Comparing and contrasting different forms of government and their purpose. **C&G 1 (11-12)- 1b**
- Explaining how a political ideology is reflected in the form and structure of a government. **C&G 1 (11-12)- 1c**
- Distinguishing between the rule of law and the "rule of men." **C&G 1 (11-12)- 1d**
- Explaining how political authority is obtained and legitimized. **C&G 1 (11-12)- 2b**
- Identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. g. **C&G 2 (11-12)- 1c**
- Analyzing the inherent challenges involved in balancing majority rule and minority rights. **C&G 2 (11-12)- 2b**
- Identifying/giving examples of the discrepancies between democratic ideals, the realities of American social/political life. **C&G 2 (11-12)- 2c**
- Comparing and contrasting different perspective on provisions found in the *Bill of Rights*. **C&G 3 (11-12)- 1a**
- Comparing and contrasting human rights provided for in various seminal documents or materials. **C&G 3 (11-12)- 1b**
- Analyzing the scope and limits of personal, cultural, economic, or political rights. **C&G 3 (11-12)- 1d**
- Identifying and explaining ways individuals and groups have exercised their rights in order to transform society. **C&G 3 (11-12)- 2d**
- Comparing and contrasting U.S. systems of government with others. **C&G 4(9-10)- 1a**
- Analyzing/ interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, etc. **C&G 4(9-10)- 1c**
- Analyzing multiple perspectives on an historical or current controversial issue. **C&G 4(9-10)- 1e**
- Using collaborative decision making/problem solving to consider multiple , etc. **&G 4(9-10)- 2a**
- Identifying and analyzing the conflicts that exist between public and private life. **C&G 4(9-10)- 3c**
- Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally. **C&G 5(9-10)- 1a**
- Organizing information to show relationships between and among various individuals, systems, and structures. **C&G 5(9-10)- 1b**
- Describing the interconnected nature of a contemporary or historical issue. **C&G 5(9-10)- 2a**
- Analyzing and evaluating a contemporary or historical issue. **C&G 5(9-10)- 2b**
- Predicting outcomes and possible consequences of a conflict, event, or course of action. **C&G 5(9-10)- 3a**

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #4

Origins of the Cold War

North Smithfield School Department

- Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. **C&G 5(9-10)- 3b**
- Using deliberation, negotiation, and compromise to plan and develop just solutions to problems. **C&G 5(9-10)- 3c**

Historical Perspective

- Formulating historical questions, obtaining, analyzing, evaluating historical primary/ secondary print & non-print sources. **HP 1 (11-12)- 1a**
- Identifying, describing, or analyzing multiple perspectives on an historical trend or event. **HP 1 (11-12)- 1c**
- Explaining cause/ effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events. **HP1(9-10)- 2a**
- Interpreting and constructing visual data in order to explain historical continuity and change **HP 1 (11-12)- 2b**
- Explaining origins of major historical events. **HP 2 (11-12)- 1a**
- Synthesizing information from multiple sources to formulate an historical interpretation. **HP2(9-10)- 2b**
- Utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized. **HP 4 (11-12)- 1a**
- Analyzing conflict that is based on unresolved historical-geographical differences. **HP 4 (11-12)- 1b**
- Citing historical evidence that geographic factors affected decision-making by policy-makers. **HP 4 (11-12)- 1c**
- Proving whether innovation and invention have been beneficial or detrimental to society. **HP 4 (11-12)- 2b**
- Describing how the historical perspectives of leaders/ decision makers served to shape/ influence public policy , etc. **HP 5 (11-12)- 3b ???**

Economics

- Applying the concept that economic choices often have long-run intended/unintended consequences. **E 1 (11-12)- 1b**
- Evaluating historical and contemporary choices using marginal analysis. **E 1 (11-12)- 1c**
- Applying the concept that personal choices often have long-run intended/ unintended consequences using historical examples. **E 1 (11-12)- 2a**
- Evaluating personal choices using a cost-benefit analysis. **E 1 (11-12)- 2b**
- Differentiating between subsistence, traditional, mixed, command, and market economies. **E 1 (11-12)- 3a**
- Evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship). **E 1 (9-10)-3b**
- Analyzing the role of income, price, competition, profit, property rights, and specialization in the economy. **E 2 (11-12)- 1a**
- Analyzing local, regional, national, and global markets for goods and services. **E 2 (11-12)- 1c**
- Investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present. **E 2 (11-12)- 2a**
- Identifying/ evaluating the benefits/ costs of alternative public policies and assess who enjoys the benefits and bears the costs. **E 3 (11-12)- 1a**

Geography

- Analyzing spatial patterns and synthesizing with other primary and secondary sources. **G 1 (11-12)- 1a**
- Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific). **G 1 (11-12)- 1c**
- Evaluating how humans interact with physical environments to form past and present communities. **G 2 (11-12)- 1a**
- Analyzing human/ physical changes in regions over time and evaluating how the geographic context contributes changes. **G 2 (11-12)- 4b**
- Investigating the causes of major migrations and evaluating the impact on affected populations. **G 3 (11-12)- 1a**
- Analyzing these relationships in a given historical or current example. **G 3 (7-8) –3a**
- Analyzing the relationship between human action and the environment over time, using researched evidence **G 4 (7-8) –3a**
- Comparing and contrasting the physical, social, and economic impacts to suit and satisfy human needs. **G 2 (11-12)- 4b**

Reading

Key Ideas and Details (RH)

- Cite specific textual evidence to support analysis of primary and secondary sources. **RH.9-10 .1**
- Determine the central ideas or information of a primary or secondary source. **RH.9-10 .2**
- Identify key steps in a text’s description of a process related to history/social studies **RH.9-10 .3**

Craft and Structure (RH)

- Determine the meaning of words and phrases as they are used in a text, including vocabulary **RH.9-10 .4**
- Describe how a text presents information (e.g., sequentially, comparatively, causally). **RH.9-10 .5**
- Identify aspects of a text that reveal an author’s point of view or purpose . **RH.9-10 .6**

Integration of Knowledge and Ideas (RH)

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **RH.9-10 .7**
- Distinguish among fact, opinion, and reasoned judgment in a text. **RH.9-10 .8**
- Analyze the relationship between a primary and secondary source on the same topic. **RH.9-10 .9**

Range of Reading (RH)

- Read and comprehend history/social studies texts in the grades 6–8 text complexity band **RH.9-10 .10**

Writing

- Text Types and Purposes: argument and informational **(WHST)**
- Production and Distribution **(WHST)**
- Research

Range of Writing (WHST)

Applied Learning Standards:

problem solving communication critical thinking research reflection/ evaluation

Expectations for Student Learning (High School only):

ENDURING UNDERSTANDING: Big Ideas

- United Nations
- Decolonization
- Nuremburg Trials
- Creation of Israel
- Geneva Conference
- Causes of the Cold War
- Differences between Communism and Capitalism
- Impact of Yalta on reorganization of Europe
- Truman Doctrine and Marshall Plan
- Containment and George Kennan
- NSC-68

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #4
Origins of the Cold War
North Smithfield School Department

- Chinese Revolution
- Truman's HUAC program
- McCarthyism
- Korean War
- 38th Parallel
- Reshaping of post World War II world
- Crabgrass Frontier
- Return to Domesticity
- Suburbanization
- Federal Highway System

PRIOR KNOWLEDGE:

- Students will need to make connections to the end of World War II.

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

Comparing and contrasting different forms of government and their purpose. **C&G 1 (11-12)- 1b**

Essential knowledge and skills

- Explain the origins of the Cold War and the advent of nuclear politics. **ERA 9, 2A,2**
- Analyze the change from confrontation to coexistence between the Soviet Union and the United States. **ERA 9, 2A,7**

- Capitalism
- Coexistence
- Communism
- Comparing
- Confrontation
- Contrasting
- Nuclear Politics

Explaining how a political ideology is reflected in the form and structure of a government. **C&G 1 (11-12)- 1c**

Essential knowledge and skills

- Explain the origins of the Cold War and the advent of nuclear politics. **ERA 9, 2A,2**

Academic vocabulary

- Capitalism
- Communism
- Ideology
- Socialism

Distinguishing between the rule of law and the “rule of men.” **C&G 1 (11-12)- 1d**

Essential knowledge and skills

- Analyze the rise and fall of McCarthyism, its effects on civil liberties, and its repercussions. **ERA 9,3A,4**

Academic vocabulary

- Civil liberties
- McCarthyism
- Rule of Law
- Rule of Man

Explaining how political authority is obtained and legitimized. **C&G 1 (11-12)- 2b**

Essential knowledge and skills

- Evaluate the “flawed peace” resulting from World War II and the effectiveness of the United Nations in reducing international tensions and conflicts. [Analyze cause-and-effect relationships . **ERA 9,2A,1**

Academic vocabulary

- Evaluate
- Flawed peace
- United Nations

Websites

- www.pbs.org (Frontline)

Identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. g. **C&G 2 (11-12)- 1c**

Essential knowledge and skills

Academic vocabulary

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #4

Origins of the Cold War

North Smithfield School Department

- Explain the reasons for the “return to domesticity” and how it affected family life and women’s careers. ERA 9,1B,4

Websites

- Institutions of government
- Return to domesticity

Analyzing the inherent challenges involved in balancing majority rule and minority rights. C&G 2 (11-12)- 2b

Essential knowledge and skills

- Analyze the rise and fall of McCarthyism, its effects on civil liberties, and its repercussions. ERA 9,3A,4

Academic vocabulary

- Analyzing
- Civil liberties
- Majority rule
- McCarthyism
- Minority rights

Identifying/giving examples of the discrepancies between democratic ideals, the realities of American social/political life. C&G 2 (11-12)- 2c

Essential knowledge and skills

- Explain the relationship between post-war Soviet espionage and the emergence of internal security and loyalty programs under Truman and Eisenhower. ERA 9,3A,4

Academic vocabulary

- Democratic ideals
- Discrepancies
- HUAC Era
- Loyalty program
- Political life
- Social life

Comparing and contrasting different perspective on provisions found in the *Bill of Rights*. C&G 3 (11-12)- 1a

Essential knowledge and skills

- Analyze the rise and fall of McCarthyism, its effects on civil liberties, and its repercussions. ERA 9,3A, 4

Websites

Academic vocabulary

- Analyze
- Bill of Rights
- Civil liberties
- Comparing and contrasting
- McCarthyism
- Perspective
- State and federal government

Comparing and contrasting human rights provided for in various seminal documents or materials. C&G 3 (11-12)- 1b

Essential knowledge and skills

- Explain the purposes and organization of the United Nations. ERA 8,3B, 7
- Evaluate the “flawed peace” resulting from World War II and the effectiveness of the United Nations in reducing international tensions and conflicts. ERA 9,3A, 1
- Evaluate the expansion of the Geneva Convention.

Websites

- <http://www.fordham.edu/Halsall/mod/modsbook.asp>

Academic vocabulary

- Comparing
- Contrasting
- Evaluate
- Flawed peace
- Geneva Convention
- Human rights
- International tensions
- Purposes
- Seminal documents
- United Nations
- War crimes

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #4

Origins of the Cold War North Smithfield School Department

Analyzing the scope and limits of personal, cultural, economic, or political rights. **C&G 3 (11-12)- 1d**

Essential knowledge and skills

- Analyze the rise and fall of McCarthyism, its effects on civil liberties, and its repercussions. **ERA 9,3A,4**

Academic vocabulary

- Analyzing
- Cultural
- Economic political rights
- Civil liberties
- McCarthyism
- Repercussions

Identifying and explaining ways individuals and groups have exercised their rights in order to transform society. **C&G 3 (11-12)- 2d**

Essential knowledge and skills

- Explain the reasons for the "return to domesticity" and how it affected family life and women's careers. **ERA 9,1B,4**

Academic vocabulary

- Return to domesticity

Comparing and contrasting U.S. systems of government with others. **C&G 4(9-10)- 1a**

Essential knowledge and skills

- Explain the origins of the Cold War and the advent of nuclear politics. **ERA 9, 2A,2**
- Analyze the change from confrontation to coexistence between the Soviet Union and the United States. **ERA 9, 2A,7**
- Examine the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America. **ERA 10, 1C, 3**

Academic vocabulary

- Analyze
- Coexistence
- Cold war
- Communism
- Comparing
- Confrontation
- Contrasting
- Examine
- Latin America
- Middle East
- Origins
- Political struggles
- Soviet Union

Websites

- <http://www.mywonderfulworld.org> (maps)

Analyzing/ interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, etc. **C&G 4(9-10)- 1c**

Essential knowledge and skills

- Explain the origins of the Cold War and the advent of nuclear politics. **ERA 9, 2A, 2**
- Explain the rationale, implementation, and effectiveness of the U.S. containment policy. **ERA 9, 2A, 5**

Academic vocabulary

- Analyzing
- Cold war
- Containment policy
- Implementation
- Interpreting
- Nuclear politics

Analyzing multiple perspectives on an historical or current controversial issue. **C&G 4(9-10)- 1e**

Essential knowledge and skills

- Explain the origins of the Cold War and the advent of nuclear politics. **ERA 9, 2A, 2**
- Explain the rationale, implementation, and effectiveness of the U.S. containment policy. **ERA 9, 2A, 5**

Websites

- www.choices.edu<<http://www.choices.edu>> (Cold War)
- http://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/?_php=true&_type=blogs&_r=0 (Cold War)

Academic vocabulary

- Advent nuclear politics
- Analyze
- Analyzing
- Cold War
- Containment policy

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #4

Origins of the Cold War

North Smithfield School Department

- www.bbc.co.uk<<http://www.bbc.co.uk>> (Cold War)
- <http://www.fordham.edu/Halsall/mod/modsbook.asp> (Cold War)
- www.ifklibrary.org<<http://www.ifklibrary.org>> (Cold War)

- Effectiveness
- Implementation
- Intervention
- Origins
- Perspectives
- Rationale

Using collaborative decision making/problem solving to consider multiple , etc. **C&G 4(9-10)- 2a**

Essential knowledge and skills

- Analyze the causes of the Korean War and how a divided Korea remained a source of international tension. ERA 9, 2A, 4
- Explain the rationale, implementation, and effectiveness of the U.S. containment policy. ERA 9, 2A, 5
- Examine the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America. ERA 10, 1C, 3

Websites

- www.choices.edu<<http://www.choices.edu>> (Cold War)
- http://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/?_php=true&_type=blogs&_r=0 (Cold War)
- www.bbc.co.uk<<http://www.bbc.co.uk>> (Cold War)
- <http://www.fordham.edu/Halsall/mod/modsbook.asp> (Cold War)
- www.ifklibrary.org<<http://www.ifklibrary.org>> (Cold War)

Academic vocabulary

- Cold War
- Collaborative
- Containment policy
- Implementation
- International
- Korean War
- Latin America
- Middle East

Identifying and analyzing the conflicts that exist between public and private life. **C&G 4(9-10)- 3c**

Essential knowledge and skills

- Explain the relationship between post-war Soviet espionage and the emergence of internal security and loyalty programs under Truman and Eisenhower. ERA 9, 3A, 3
- Analyze the rise and fall of McCarthyism, its effects on civil liberties, and its repercussions. ERA 9, 3A, 4

Websites

- www.pbs.org<<http://www.pbs.org>> (Frontline)

Academic vocabulary

- Analyzing
- Civil liberties
- HUAC
- Loyalty programs
- McCarthyism

Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally. **C&G 5(9-10)- 1a**

Essential knowledge and skills

- Explain the purposes and organization of the United Nations. ERA 8, 3B, 7
- Evaluate the “flawed peace” resulting from World War II and the effectiveness of the United Nations in reducing international tensions and conflicts. ERA 9, 2A, 1
- Explain the origins of the Cold War and the advent of nuclear politics. ERA 9, 2A, 2
- Examine the U.S. response to the Chinese Revolution and its impact on the Cold War. ERA 9, 2A, 3
- Analyze the causes of the Korean War and how a divided Korea remained a source of international tension. ERA 9, 2A, 4
- Explain the rationale, implementation, and effectiveness of the U.S. containment policy. ERA 9, 2A, 5
- Explain the popular uprisings against communist governments in Eastern Europe and evaluate how they affected United States foreign policy. ERA 9, 2A, 6
- Analyze the change from confrontation to coexistence between the Soviet Union and the United States. ERA 9, 2A, 7
- Analyze American policies toward independence movements in Africa, Asia, the Caribbean, and the Middle East. ERA 9, 2B, 1
- Assess U.S. relations with Israel and explain how Arab-Israeli crises influenced American foreign policy during the Cold War. ERA 9, 2B, 3
- Examine the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America. ERA 10, 1C, 3

Websites

- www.choices.edu<<http://www.choices.edu>> (Cold War)
- http://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/?_php=true&_type=blogs&_r=0 (Cold War)

Academic vocabulary

- Analyze
- Arab-Israeli crises
- Chinese Revolution
- Coexistence
- Confrontation
- Containment policy
- Effectiveness
- Evaluate
- Flawed peace
- Implementation
- Israel
- Korean War
- Latin America
- Middle East
- Nuclear politics
- People’ Republic of China
- Rationale
- Russian Revolution
- United Nations

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #4
Origins of the Cold War
North Smithfield School Department

War)

- www.bbc.co.uk<<http://www.bbc.co.uk>> (Cold War)
- <http://www.fordham.edu/Halsall/mod/modsbook.asp> (Cold War)

Describing the interconnected nature of a contemporary or historical issue. **C&G 5(9-10)- 2a**

Essential knowledge and skills

- Evaluate the “flawed peace” resulting from World War II and the effectiveness of the United Nations in reducing international tensions and conflicts. **ERA 9, 2A, 1**
- Explain the origins of the Cold War and the advent of nuclear politics. **ERA 9, 2A, 2**
- Examine the U.S. response to the Chinese Revolution and its impact on the Cold War. **ERA 9, 2A, 3**
- Analyze the causes of the Korean War and how a divided Korea remained a source of international tension. **ERA 9, 2A, 4**
- Explain the rationale, implementation, and effectiveness of the U.S. containment policy. **ERA 9, 2A, 5**
- Explain the popular uprisings against communist governments in Eastern Europe and evaluate how they affected United States foreign policy. **ERA 9, 2A, 6**
- Analyze the change from confrontation to coexistence between the Soviet Union and the United States. **ERA 9, 2A, 7**
- Analyze American policies toward independence movements in Africa, Asia, the Caribbean, and the Middle East. **ERA 9, 2B, 1**
- Evaluate changing foreign policy toward Latin America. **ERA 9, 2B, 2**
- Assess U.S. relations with Israel and explain how Arab-Israeli crises influenced American foreign policy during the Cold War. **ERA 9, 2B, 3**
- Examine the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America. **ERA 10, 1C, 3**

Websites

- www.choices.edu<<http://www.choices.edu>> (Cold War)
- <http://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/?php=true&type=blogs&r=0> (Cold War)
- www.bbc.co.uk<<http://www.bbc.co.uk>> (Cold War)
- <http://www.fordham.edu/Halsall/mod/modsbook.asp> (Cold War)

Analyzing and evaluating a contemporary or historical issue. **C&G 5(9-10)- 2b**

Essential knowledge and skills

- Explain the origins of the Cold War and the advent of nuclear politics. **ERA 9, 2A, 2**
- Explain the rationale, implementation, and effectiveness of the U.S. containment policy. **ERA 9, 2A, 5**

Websites

- www.choices.edu<<http://www.choices.edu>> (Cold War)
- <http://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/?php=true&type=blogs&r=0> (Cold War)
- www.bbc.co.uk<<http://www.bbc.co.uk>> (Cold War)
- <http://www.fordham.edu/Halsall/mod/modsbook.asp> (Cold War)
- www.jfklibrary.org<<http://www.jfklibrary.org>> (Cold War)

Predicting outcomes and possible consequences of a conflict, event, or course of action. **C&G 5(9-10)- 3a**

Essential knowledge and skills

- Explain the rationale, implementation, and effectiveness of the U.S. containment policy. **ERA 9, 2A, 5**
- Examine the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America. **ERA 10, 1C, 3**

Websites

- www.choices.edu<<http://www.choices.edu>> (Cold War)
- <http://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/?php=true&type=blogs&r=0> (Cold War)
- www.bbc.co.uk<<http://www.bbc.co.uk>> (Cold War, WWI)

Academic vocabulary

- Analyze
- Arab-Israeli crises
- Chinese Revolution
- Coexistence
- Communism
- Confrontation
- Containment policy
- Diplomacy
- Evaluate
- Examine
- Flawed peace
- Foreign policy
- Fourteen Points
- Implementation
- Israel
- Korean War
- Latin America
- League of Nations
- Middle East
- Nuclear politics
- People’ Republic of China
- Rationale
- United Nations

Academic vocabulary

- Cold War
- Containment policy
- Effectiveness
- Evaluating
- Implementation
- Nuclear politics
- Rationale

Academic vocabulary

- Analyze
- Containment policy
- Effectiveness
- Evaluate
- Implementation
- Latin America
- Middle East

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #4

Origins of the Cold War

North Smithfield School Department

- <http://www.fordham.edu/Halsall/mod/modsbook.asp> (Cold War, WW I)
- www.jfklibrary.org (Cold War)

Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. **C&G 5(9-10)- 3b**

Essential knowledge and skills

- Explain the rationale, implementation, and effectiveness of the U.S. containment policy. **ERA 9, 2A, 5**

Websites

- www.choices.edu (Cold War)
- http://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/?_php=true&_type=blogs&_r=0 (Cold War)
- www.bbc.co.uk (Cold War, WWI)
- <http://www.fordham.edu/Halsall/mod/modsbook.asp> (Cold War, WW I)
- www.jfklibrary.org (Cold War)

Academic vocabulary

- Containment policy
- Effectiveness
- Rationale
- Implementation
- Summarizing

Using deliberation, negotiation, and compromise to plan and develop just solutions to problems. **C&G 5(9-10)- 3c**

Essential knowledge and skills

- Explain the purposes and organization of the United Nations. **ERA 8, 3B, 7**

Websites

- www.pbs.org (United Nations)

Academic vocabulary

- Deliberation
- United Nations

Historical Perspective

Formulating historical questions, obtaining, analyzing, evaluating historical primary/ secondary print & non-print sources. **HP 1 (11-12)- 1a**

Essential knowledge and skills

- Explain the origins of the Cold War and the advent of nuclear politics. **ERA 9, 2A, 2**
- Explain the rationale, implementation, and effectiveness of the U.S. containment policy. **ERA 9, 2A, 5**

Websites

- www.dhr.history.vt.edu/index.html (different perspectives)
- www.choices.edu (choices)

Academic vocabulary

- Containment policy
- Implementation
- Primary source
- Rationale
- Secondary source

Identifying, describing, or analyzing multiple perspectives on an historical trend or event. **HP 1 (11-12)- 1c**

Essential knowledge and skills

- Explain the origins of the Cold War and the advent of nuclear politics. **ERA 9, 2A, 2**
- Explain the rationale, implementation, and effectiveness of the U.S. containment policy. **ERA 9, 2A, 5**

Academic vocabulary

- Cold War
- Containment policy
- Describing
- Historical trend
- Identifying
- Implementation
- Multiple perspectives
- Nuclear politics
- Rationale

Explaining cause/ effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events. **HP1(9-10)- 2a**

Essential knowledge and skills

- Analyze the impact of the Cold War on the economy. **ERA9, 1A, 4**
- Explain the reasons for the “return to domesticity” and how it affected family life and women’s careers. **ERA9, 1B, 4**

Academic vocabulary

- Analyze
- Cause-effect

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #4

Origins of the Cold War

North Smithfield School Department

- Explain the origins of the Cold War and the advent of nuclear politics. ERA9, 2A, 2
- Examine the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America. ERA 10, 1C, 3

- Cold War
- Communism/Communism
- Evaluate
- Return to domesticity
- Nuclear politics
- Origins

Websites

- www.dhr.history.vt.edu/index.html <<http://www.dhr.history.vt.edu/index.html>> (women and minorities in WWII)

NEED TO COMPLETE BELOW

- Interpreting and constructing visual data in order to explain historical continuity and change HP 1 (11-12)- 2b
- Explaining origins of major historical events. HP 2 (11-12)- 1a
- Synthesizing information from multiple sources to formulate an historical interpretation. HP2(9-10)- 2b
- Utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized. HP 4 (11-12)- 1a
- Analyzing conflict that is based on unresolved historical-geographical differences. HP 4 (11-12)- 1b
- Citing historical evidence that geographic factors affected decision-making by policy-makers. HP 4 (11-12)- 1c
- Proving whether innovation and invention have been beneficial or detrimental to society. HP 4 (11-12)- 2b
- Describing how the historical perspectives of leaders/ decision makers served to shape/ influence public policy , etc. HP 5 (11-12)- 3b ???

Economics

- Applying the concept that economic choices often have long-run intended/unintended consequences. E 1 (11-12)- 1b
- Evaluating historical and contemporary choices using marginal analysis. E 1 (11-12)- 1c
- Applying the concept that personal choices often have long-run intended/ unintended consequences using historical examples. E 1 (11-12)- 2a
- Evaluating personal choices using a cost-benefit analysis. E 1 (11-12)- 2b
- Differentiating between subsistence, traditional, mixed, command, and market economies. E 1 (11-12)- 3a
- Evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship. E 1 (9-10)-3b
- Analyzing the role of income, price, competition, profit, property rights, and specialization in the economy. E 2 (11-12)- 1a
- Analyzing local, regional, national, and global markets for goods and services. E 2 (11-12)- 1c
- Investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present. E 2 (11-12)- 2a
- Identifying/ evaluating the benefits/ costs of alternative public policies and assess who enjoys the benefits and bears the costs. E 3 (11-12)- 1a

Geography

- Analyzing spatial patterns and synthesizing with other primary and secondary sources. G 1 (11-12)- 1a
- Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific). G 1 (11-12)- 1c
- Evaluating how humans interact with physical environments to form past and present communities. G 2 (11-12)- 1a
- Analyzing human/ physical changes in regions over time and evaluating how the geographic context contributes changes. G 2 (11-12)- 4b
- Investigating the causes of major migrations and evaluating the impact on affected populations. G 3 (11-12)- 1a
- Analyzing these relationships in a given historical or current example. G 3 (7-8) -3a
- Analyzing the relationship between human action and the environment over time, using researched evidence G 4 (7-8) -3a
- Comparing and contrasting the physical, social, and economic impacts to suit and satisfy human needs. G 2 (11-12)- 4b

Reading

Key Ideas and Details (RH)

- Cite specific textual evidence to support analysis of primary and secondary sources. RH.9-10 .1
- Determine the central ideas or information of a primary or secondary source. RH.9-10 .2
- Identify key steps in a text's description of a process related to history/social studies RH.9-10 .3

Essential knowledge and skills

- Understands and applies _____ strategies, e.g.
 - T-charts
 - Graphic organizers
 - Debate (podium, tap-in, tap-out)
 - Primary source analysis (context, content, Common Core)
 - Common Core based questions
 - Think-pair-share/speed dating
 - Carousel activity
 - Text message activity
 - Wordle

Craft and Structure (RH)

- Determine the meaning of words and phrases as they are used in a text, including vocabulary RH.9-10 .4
- Describe how a text presents information (e.g., sequentially, comparatively, causally). RH.9-10 .5
- Identify aspects of a text that reveal an author's point of view or purpose . RH.9-10 .6

Academic vocabulary

- Analysis
- Central ideas
- Events
- Primary and secondary sources
- Textual evidence

Websites

www.corestandards.org

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #4
Origins of the Cold War
North Smithfield School Department

Essential knowledge and skills

- Understands and applies _____ strategies, e.g.
 - T-charts
 - Venn Diagrams
 - Graphic organizers
 - Debate (podium, tap-in, tap-out)
 - Primary source analysis (context, content, Common Core)
 - Outlining, paraphrasing and summarizing
 - Choices DBQ

Academic vocabulary

- Compare
- Point of view

Websites

Integration of Knowledge and Ideas (RH)

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **RH.9-10.7**
- Distinguish among fact, opinion, and reasoned judgment in a text. **RH.9-10.8**
- Analyze the relationship between a primary and secondary source on the same topic. **RH.9-10.9**

Essential knowledge and skills

- Understands and applies _____ strategies, e.g.
 - Claims and counter claims
 - Debate (evaluate claims)
 - Choices DBQ
 - Rating arguments and authors
 - Making a collage
 - Scoop-it

Academic vocabulary

- Compare
- Contrast
- Event
- Primary and secondary sources

Range of Reading (RH)

- Read and comprehend history/social studies texts in the grades 6–8 text complexity band **RH.9-10.10**

Essential knowledge and skills

- Understands and uses
 - Document based questions

Academic vocabulary

Writing

Text Types and Purposes: argument and informational (WHST)

WHST. 11-12.1 Write **arguments** focused on discipline-specific content.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax 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.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Essential knowledge and skills

- Understands and applies _____ strategies, e.g.
 - Graphic organizer
 - Debate
 - Argument writing
 - DBQ
 - Outlining
 - Thesis development
 - Research

Academic vocabulary

- Claim
- Cohesion
- Concluding statement
- Counter claim
- Domain-specific vocabulary
- Evidence
- Formal style
- Objective tone
- Transition and sentence

Websites

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #4
Origins of the Cold War
North Smithfield School Department

www.corestandards.org Appendix C

structure

WHST. 11-12.2 Write **informative/explanatory texts**, including the narration of historical events

- b. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- d. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- f. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Essential knowledge and skills

- Understands and applies _____ strategies, e.g.
 - Timeline creation
 - Outlining
 - Transitional word activity
 - Peer-editing
 - Graphic organizer
 - Highlighting

Academic vocabulary

- Claim
- Cohesion
- Concluding statement
- Counter claim
- Domain-specific vocabulary
- Evidence
- Formal style
- Objective tone
- Transition and sentence structure

Websites

www.corestandards.org Appendix C

Production and Distribution (WHST)

WHST. 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience..

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST. 11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Essential knowledge and skills

- Understands and applies _____ strategies, e.g.
 - Peer editing
 - Yes test
 - Revision
 - Research project
 - Google docs
 - Graphic organizers

Academic vocabulary

- Coherent **writing**

Research

WHST. 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the Inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST. 11-12.8 Gather relevant information from multiple authoritative print and digital sources, Using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation..

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #4

Origins of the Cold War

North Smithfield School Department

WHST. 11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Essential knowledge and skills

- Understands and applies _____ strategies, e.g.
 - DBQ choices
 - Words cited page
 - Research projects
 - Source evaluation tool
 - Debate
 - Outlining graphic organizers

Academic vocabulary

Websites

WHST. 11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential knowledge and skills

- Understands and applies _____ strategies, e.g.
 - Outlining
 - Graphic organizer
 - Revision
 - Rough drafts

Academic vocabulary

Websites

SUGGESTED WORKS:

LITERARY TEXTS

STORIES

POETRY

DRAMA

OTHER

INFORMATIONAL TEXT

NONFICTION

BIOGRAPHIES

MEMOIRS

SPEECHES, PUBLIC DOCUMENTS

Informational texts:

- Textbook
- Choices on the causes of the Cold War
- The DBQ Project: What is containment?
- "The Cold War: A History through Documents." Edward H. Judge
- (Excellent resource of documents)
- "The Fog of War" video
- "Atomic Café" video

Primary Sources:

- Stalin's Election Speech, Feb. 1945
- Churchill's "Iron Curtain" speech, March 1946
- Truman Doctrine
- Marshall Plan
- DBQ ~ What was containment?
- Senator McCarthy's speech to U.S. Senate, February 20, 1950 (Video Footage)

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

- | | | | |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing | 6. Informational text response | 11. Multi-media/technology | 15. Oral presentation |
| 2. Class discussion | 7. Informative writing | 12. Narrative writing | 16. Research project |
| 3. Dramatization/role playing | 8. Journal | 13. Non- linguistic representations | 17. Vocabulary word wall |
| 4. Grammar and usage | 9. Literature response | 14. Note taking and summarizing | 18. Writer's notebook |
| 5. Graphic organizers | 10. Media appreciation | | 19. Word Study |

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #4
Origins of the Cold War
North Smithfield School Department

Primary Sources:

- Stalin's Election Speech, Feb. 1945
- Churchill's "Iron Curtain" speech, March 1946
- Truman Doctrine
- Marshall Plan
- DBQ ~ What was containment?
- Senator McCarthy's speech to U.S. Senate, February 20, 1950 (Video Footage)

Focus on Informational Writing:

- Primary Source analysis on the Marshall Plan or the Truman Doctrine

Focus on Arguments

- Students write an argument response in response to the prompt: "Who started the Cold War?"

Additional texts and writing for research

Conduct an interview of an individual with personal in-depth knowledge of an event between 1945 and 2014. (Essentially students create their own primary source) Students share their findings with the class. (Optional)

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

ADDITIONAL RESOURCES: see curriculum for specifics

VOCABULARY

| | | | |
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SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #4

Origins of the Cold War

North Smithfield School Department

LESSON PLAN for UNIT _____

LESSONS

- Lesson #1 Summary:

- Lesson #2 Summary:

- Lesson #3 Summary:

OBJECTIVES for LESSON # _____

- Materials/Resources:**

- Procedures:**
 - Lead –in

 - Step by step

 - Closure

- Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)

- Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
 - **Formative**

 - **Summative**