

**Topic:** The Cold War Beginnings- The unit will cover the origins of the Cold War (1945-1960). I will also describe how the Cold War impacted the US citizens at home.

**Michigan Content Expectations-Social Studies:**

**8.1 Cold War and the United States**

*Identify, analyze, and explain the causes, conditions, and impact of the Cold War Era on the United States.*

**8.1.1 Origins and Beginnings of Cold War** – Analyze the factors that contributed to the Cold War

Including

- differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.
- diplomatic decisions made at the Yalta and Potsdam Conferences (1945)
- actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact)

**Grade/Subject:** US History- 10<sup>th</sup> grade class This is a Team-Taught classroom consisting of one male general education history teacher and one female special education teacher.

**Classroom Demographics:** There are six students in the class with varying disabilities:

- Student #1 (female) - Diagnosed with Aspergers. She is very intelligent and always has her homework done. She participates in class discussions, although she struggles with social norms (will blurt out answers, when answering she talks really quite so that no one can hear her). She also has some sensory issues (does not like loud noises). She typically does very well on all forms of assessments; I do read all tests and quizzes in a small setting aloud.
- Student #2 (female) - She has a learning disability in the areas of basic reading and math calculation. She is very quiet, never participating in whole group or small group discussions. She turns in the in-class assignments, but only turns in about 50% of the homework. She tends to do very poorly on assessments; I read them aloud to her in a small group setting.
- Student #3 (male) - He has a learning disability in the area of basic reading. He is a very quiet. He does not participate in whole class discussions, but will participate in small group assignments. Only turns in about 50% of assignments, does poorly on the assessments; I read them aloud in a small group setting.
- Student #4 (male) - He has a learning disability in the areas of basic reading and written expression. He will participate in class discussions occasionally, but much more frequently when in a small group. Does his homework and understands the material. I read the tests aloud in a small setting; he usually gets an A or B.
- Student #5 (male) - Has a learning disability in the areas of Basic Reading. He typically does not participate in whole class discussions, but will participate in small group discussions. He does not typically do his homework, and he does not study for tests. He seems not to care or put much effort into his grades. He does poorly on tests and quizzes. I do pull him in a small group setting to read the tests aloud.
- Student #6 (male) - He qualifies for special education services under OHI. He has severe anxiety and Obsessive Compulsive Disorder. He does not say much in a whole group setting, but will participate in a small group. He does okay on assessments (79% average); I do pull him in a small group setting and read the tests aloud. He typically does not turn in his homework.

# Unit Plan

## Day 1

### Instructional Goals:

1. The students will understand why the USSR and the US were so at odds with one another after WWII.
2. The students will understand the opposing political systems of the era (communists vs. democracy).
3. The students will apply and analyze their knowledge by discriminating between opposing sides quotes.

### Materials:

- Outline
- PowerPoint/Video Clips
- Sticky notes
- Posters with quotes hand written on them

### Instructional Activities:

- Opener: Show political Cartoon that depicts the USSR and the US at odds. Give them the prompt: *Take a look at the cartoon. Who are the subjects in the picture? What are their actions intended to suggest?* Discuss the opener whole group.
- Each student will get a graphic organizer (attached) to take notes on. (This same graphic organizer will be used over day 1 and day 2)
- We will discuss the ideological differences between the US and the USSR. I have a power point lesson that goes along with the graphic organizer (this is what led up to the Cold War).
- I will show a brief video clip that sums up the discussion and notes that were just taken.
- We will then discuss the competing aims of the US and the USSR after WWII. The power point has numerous pictures and graphics along with the notes for the student to take down.
- The student will then get into groups of four. I will then do an activity that I call a “Content Carousel”. There will be 6-7 posters on the wall with different quotes on them from either Soviet leaders or US leaders. Each group will start at a different poster. As a group they must read the quote and: On a sticky note they must decide: 1. If the quote is from a Soviet leader or a US Leader 2. What the person is literally trying to say, what the quotes mean. (this will be from material we just covered)
- Once each group has had a chance to get to each poster, we will discuss each quote whole group.
- I will then hand out a “ticket out of the door”. On that ticket they must:
  1. Summarize the “Big Ideas” from the lesson
  2. Ask one clarifying question from today’s lesson
  3. Predict which country will make the ‘next move’

### Assessment:

- I will check for understanding orally numerous times throughout the lesson. As for a more concrete assessment I will review each students “Ticket out of the door” to see what topics may need more clarification.

**Elements of Differentiated Instruction, UDL, or Content Enhancement:** This lesson incorporates these characteristics by having broad learning objectives and video clips embedded into the lesson. This keeps it open to multiple learning styles and varying levels of learners. The graphic organizers also make note taking accessible for all of the students (It is not necessary currently, but I am open to providing a copy of the graphic organizer completed to students if they need it). The lesson also gets the students up and moving cooperatively. It also includes components of reciprocal teaching (a good teaching strategy) by having the students summarize, question, and predict.

## Day 2

### Instructional Goals:

1. The students will apply their understanding of the key vocabulary terms.
2. The student will understand the other factors that contributed to the rift between the US and USSR.
3. The students will understand why Stalin proved he could not be trusted.

### Materials:

- Graphic organizer outline from day 1 (attached)
- LINC's vocabulary sheets
- Power Point/video clips

### Instructional Activities:

- Opener/Discussion: Show a short (2 min) video clip about yesterday's topics (the ideological differences and key aims). After it's done, the students will come up to the Smartboard and complete a Venn diagram with the US on one side and the USSR on the other.
- We will then go back to the previous days Power Point and continue to fill in the graphic organizer. There are 6 boxes with key vocab terms in them that they must fill in (Satellite Nations, Containment, Iron Curtain, Cold War, Truman Doctrine, and Marshall Plan). We will also discuss some key issues on Stalin and Hitler.
- Once everyone has them filled in and the discussion has ended the students will create LINC's Vocab cards for each of the key vocabulary terms introduced.
- To wrap up the day we will take a look at the "end of the day" questions on the outline and discuss them as a group.

### Assessment:

- I will check for understanding throughout the lesson. I will also pay special attention to the 'wrap up' discussion and I will take a look at their LINC's cards to see if they were done correctly.

**Elements of Differentiated Instruction, UDL, or Content Enhancement:** This lesson has the students organizing the content into a graphic organizer. It also includes video clips to summarize the content in a visual manner. It also incorporates a content enhancement strategy- the LINC's Vocabulary strategy. It also includes work as a whole group rather than mastering the content on their own. The ticket out the door also provides a more 'confidential' way of checking for understanding (so they don't have to let the whole class know if they don't understand something).

## Day 3

### Instructional Goals:

1. The students will understand the Berlin Airlift and what it proved to the Allies about Stalin.
2. The students will explore/analyze the two consequences of the Berlin Airlift (NATO and Warsaw pact)
3. The student will create an advertisement depicting the Berlin Airlift, NATO, and the Warsaw Pact.

### Materials:

- Day 3 Outline
- Power Point/video clips
- Paper and supplies for the advertisements

### Instructional Activities:

- Opener/discussion: The students will respond to the following prompt on their Day 3 outline: *How did the US plan to prevent the spread of communism? Be specific.* This is a concept from Day 2. We will then discuss the opener as a class.
- The students will then fill in their graphic organizer from the whole group discussion and the PowerPoint. They will take notes on the Berlin Airlift and what it signified.

- They will also define NATO and the Warsaw Pact-from the Power Point.
- We will watch a short video clip that explains the formation of the Warsaw Pact and NATO (3 min).
- The student will then work cooperatively with their table partners to create an advertisement (using papers, markers, color pencils, etc) for NATO, the Warsaw pact, or the Berlin airlift. The ‘advertisement’ must include: a graphic depicting their topic and a slogan explaining what their topic stood. There are six cooperative groups in the class so two of the groups will cover the same topic.
- Once they are all completed the students will report out on their graphic to the rest of the class. The advertisements will be displayed in the class for the rest of the unit (including on the test as a visual prompt).
- If time, we will then whole group go over the ‘at the end of the day’ questions from the graphic organizer.

Assessment:

- I will be able to gauge a level of understanding by looking at each group advertisement.

**Elements of Differentiated Instruction, UDL, or Content Enhancement:** This lesson incorporates these characteristics by having broad learning objectives and video clips embedded into the lesson. This keeps it open to multiple learning styles and varying levels of learners. The graphic organizers also make note taking accessible for all of the students. It also has the students working cooperatively to create a visual representation of what they just learned (multiple learning styles). It does not force students to write, but they can draw if it is more appropriate.

## Day 4

Instructional Goals:

1. The students will understand how Communist China contributed to the escalation that eventually led to The Cold War.
2. The students will understand how Korea was split and the implications of the Korean War.
3. The students will understand General MacArthur’s role in the Korean War and why he ended up feuding with President Truman.
4. The students will analyze political cartoons depicting the days/pervious day’s content.

Materials:

- Day 4 graphic organizer
- Power Point
- Political Cartoons

Instructional Activities:

- Opener/Discussion: The students will respond to the following prompt on their outline: *Thus far, how has our former ally during WWII, the Soviet Union, shown that it cannot be trusted?* This is content from previous day’s lessons.
- The students will then complete their graphic organizer from the Power Point I am discussing. They will understand how the “Cold War is heating up”.
- The students will turn their text book and use a picture of Korea and label the 4 phases of the Korean War. They can work with a partner at their table.
- Once their graphic organizers are complete the students will complete a “content carousel”. There will be 8 political cartoons hanging in various places on the classroom walls. The cartoons will depict the Korean War, Truman vs. MacArthur, Communists leaders in China, and previous day’s content. Using the random group generator on my Smartboard, I will split the class into 8-9 groups. With their group they will start at a political cartoon and answer the following questions on a sheet of paper: Who is depicted in the carton?, What point is the cartoonist trying to get across?, What questions do you have after viewing the cartoon?.

- Once all of the groups have been to each cartoon we will discuss each one whole group. I will be sure answer the clarifying questions that each group wrote down.
- To wrap up the lesson, each student must complete a “ticket out of the door”. They will answer the following questions: What might someone in my next hour be confused about with regards to Communist China? Briefly summarize the 4 stages of the Korean War.

Assessment:

- I will be consistently checking for understanding throughout the discussion and lesson. I will also take a look at each “ticket out of the door” to gauge a level of understanding.

**Elements of Differentiated Instruction, UDL, or Content Enhancement:** This lesson has the students filling out a graphic organizer, an accessible way to organize the content. It also gets the students up and working cooperatively to analyze the political cartoons. It accesses multiple learning styles. The ticket out the door also provides a more ‘confidential’ way of checking for understanding (so they don’t have to let the whole class know if they don’t understand something).

## Day 5

Instructional Goals:

1. The students will understand the key points in the video any summarize them.
2. The students will create an assessment based on the Units content.

Materials:

- Opener/discussion question on the Smartboard
- Video
- Supplies for the students to create their assessment (I do have two computers in the room and 3 Alpha smarts)

Instructional Activities:

- Opener/Discussion: As a class this prompt will be displayed on the Smartboard: *We talked about foreshadowing and how the failure to contain communism in China and then in North Korea contributed to a growing concern at home. What concern is sweeping across American during this time?* (This is a topic that we will dive into the following week) The students will discuss the prompt with their table partners and send one student up to the Smartboard and write a brief answer. We will then discuss the topic as a group.
- I then have a 12 min video clip called *The Cold War: How it Began*. It basically sums up the previous four days content. We will watch the video. The students will then have 10 minutes to do the following: summarize the key elements in the video (either draw or write). This is an impromptu assignment.
- Rather than give a quiz over the first four days of the Unit, I am going to do an alternative form of assessment. The students may use their graphic organizers and any other notes that they have to create at least 10 test/quiz questions. (Many of these questions will be used the following week when we wrap up our Cold War Unit) They can be multiple choice, short answer, essay, True/False, etc. They will be graded on quality and effort. They must also include an answer key.

Assessment:

- The assessment that the students create will be used as my assessment. Can they create accurate and genuine questions based on the content? I have assessed this way in the past and it is a nice way to get away from the typical test or quizzes that come with a history class.

**Elements of Differentiated Instruction, UDL, or Content Enhancement:** This lesson incorporates a short video that summarizes the previous day’s content. This is a tool that can either reinforce previous learned material or help to clarify a topic that some students might not have quite understood previously. Also, by having the students create the assessment it takes the pressure or anxiety away that comes along with taking a

test. Creating the assessment is actually higher up on Blooms Taxonomy. The students also really enjoy doing it as well. It includes differentiation because they can create the test questions however they want.

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**Unit Assessment:** The whole unit will be assessed on Day 5 when the students create their own assessment based on the content. This will give me an understanding whether or not I need to start the following week re-teaching some key concepts.

**Team-Teaching this unit:** The general education teacher and I actually did co-teach this unit. He already had the Power Points created before I came into the classroom. They were visually 'nice' to look at already. That's when I created the graphic organizers for ALL of the students to use while viewing the Power Point. I also created some of the cooperative lessons to integrate into the unit. When I first came in he was used to having the students answer questions out of the textbook after taking notes on the material. He was open to have the students up and moving as well as working together. The general education teacher does the majority of the direct instruction (he is the expert and this is our first year together, so I am still trying to master the content), but we do work together to create the materials that are accessible to all of our learners.