

Unit 9: The Cold War Begins (1945-1963)

Unit #:	APSDO-00022886	Duration:	3.0 Week(s)	Date(s):	
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Team:
 Donna Nestler-Rusack (Author), John Czepiel, Kyle Kramek, Colin McDermott, John McLaughlin, Louis Pellegrino, Elizabeth Sanborn

Grades:
 11

Subjects:
 Social Studies

Unit Focus

In this unit, students will understand the beginnings of the Cold War and its impact on American society. The students will examine American government attitudes towards the Soviet Union, the major conflicts between the United States and the USSR during this period, and the ways the fear of communism affected American lives. In addition to a unit test, students will investigate and develop a position statement on the extent to which the United States responded effectively to the threat of the spread of Communism. Primary instructional materials for this unit will include primary and secondary sources as well as a U.S. History textbook *The American Pageant or The Americans*, maps and or artifacts.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>History/Social Studies: 11</i></p> <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <i>CCSS.ELA-LITERACY.RH.11-12.1</i> • 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; 	<p>T1 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions. T2 (T5) Apply social studies concepts and content to make connections to a given situation, problem or challenge. T3 (T6) Evaluate how individuals and groups influence or change society.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U202) Change: Innovations and revolutionary changes can lead to intended and unintended consequences that can be both positive and negative. U2 (U300) Economic systems provide for the production and distribution of resources in</p>	<p>Q1 What should be the role of the United States in the world?</p> <p>Q2</p>

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. *CCSS.ELA-LITERACY.WHST.11-12.8*

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

Connecticut Goals and Standards

Social Studies : 11

- Analyze multiple and complex causes and effects of events in the past. *HIST.9-12.14*
- Analyze the ways in which the perspectives of those writing history shaped the history that they produced. *HIST.9-12.6*
- Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. *INQ.9-12.10*
- Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available and the potential uses of the sources. *INQ.9-12.5*
- Distinguish between long-term causes and triggering events in developing a historical argument. *HIST.9-12.15*
- Evaluate how globalization, competition for scarce resources and human migration contribute to conflict and cooperation within and among countries. *GEO.9-12.12*
- Evaluate how political and economic

ways that benefit some and harm others.
U3 (U500) Beliefs influence cultural practices and human behaviors.
U4 (U600) Groups, cultures, societies and nations are influenced by the actions, ideas and goods of others.

To what extent were American policy makers in the Cold War driven primarily by economic, social and political considerations?

Q3

To what extent was containment a sustainable foreign policy?

Q4 (Q103) How do individuals participate in government?

Q5 (Q502) What causes beliefs to develop and spread?

Acquisition of Knowledge and Skill

Knowledge

Skills

K1

Ideological differences, competing strategic interests and foreign policy decisions led to tensions and conflicts between the USSR and USA

K2

The United States broke with tradition of isolationism after World War II with its policy of Containment, resulting in conflicts such as the Korean War

K3

The United States sought to contain Communism by providing economic assistance and military alliances with nations in Europe and Asia

K4

The Soviet development of the Atomic Bomb and its military build-up complicated American foreign policy and led to an Arms

S1

Cite specific textual evidence from primary and secondary sources to support analysis

S2

Analyze in detail a series of events to determine a pattern (i.e., quantitative and qualitative information)

S3

Synthesize multiple sources on a topic to demonstrate understanding

S4

Conduct short research task to answer a question or solve a problem

S5

Identify multiple perspectives of the same event, idea, or position and examine the rhetoric and details that lead to varying interpretations

<p>decisions throughout time have influenced cultural and environmental characteristics of various places and regions. <i>GEO.9-12.5</i></p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context and corroborative value of the sources to guide the selection. <i>INQ.9-12.6</i> • Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural and economic history. <i>GEO.9-12.4</i> 	<p>Race between the two superpowers</p> <p>K5</p> <p>The Cuban Missile Crisis was a watershed event that transformed the relationship between the Soviet Union and the United States</p> <p>K6</p> <p>Essential Concepts/Terms: War and Post War Conferences, Berlin Airlift, Truman Doctrine; Marshall Plan; NATO, Containment, NSC-68, Iron Curtain Speech, Korean War, Eisenhower Doctrine, U-2 Incident, Arms Race, Sputnik, Mutually Assured Destruction, Military Industrial Complex, Bay of Pigs, Cuban Missile Crisis, Atomic Diplomacy</p>	
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