### Lesson Title
The Cold War

### Grade Level
11-12

### Duration of Lesson
3 90 minute Periods

### Lesson Topic
Origins and Course of the Cold War

### SC Standards and Indicators
- USHC- 9: The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era. Indicator -9.2: Summarize the origins and course of the Cold War, including the containment policy; the conflicts in Korea, Africa, and the Middle East; the Berlin Airlift and the Berlin Wall; the Bay of Pigs and Cuban Missile Crisis, the nuclear arms race; the effects of the “Red Scare” and McCarthyism; and the role of military alliances.

### Academic Vocabulary
- Containment, Marshall Plan, Berlin Airlift, military alliance, nuclear arms race, Korean War, Red Scare, McCarthyism, Bay of Pigs, Berlin Wall, Cuban Missile Crisis, Sputnik, Communism
- NATO, Warsaw Pact, Iron Curtain

### Lesson Materials
- Images- The Cold War Museum- [http://www.coldwar.org/museum/photo_gallery.html](http://www.coldwar.org/museum/photo_gallery.html) (Teacher will pull various images from gallery that pertain to Indicator 9.2- Students will analyze the pictures using sheets provided from the National Archives)
- Video Clip- “MASH- Goodbye, Farewell and Amen”- 1983 20th Century Fox (Day 1- 3 minute clip focusing on the end of the Korean War)
- Video Clip- “Good Night and Good Luck”- 2005 Warner Independent Pictures (Day 1- 2 minute clip focusing on Edward R. Murrow vs. Joseph McCarthy)
- Video Clip- “Thirteen Days”- 2000 New Line Cinemas (Day 2- 2 Minute Clip focusing on US Naval Blockade of Cuba)
- Video Clip- “Dr. Strangelove”- 1964 Columbia Pictures (Day 3- 2 minute clip of final scene of US bomber pilot riding atom bomb to target)
- **Video Clips will be used as attention grabbers following 2 USHC EOC bell ringer questions; students will use analysis sheets provided by the National Archives**
- Powerpoint- “The Cold War”- [eocweb.rusd.k12.ca.us/The%20Cold%20War.ppt](http://eocweb.rusd.k12.ca.us/The%20Cold%20War.ppt) (PP is attached)
- Joseph McCarthy Speech- [http://historymatters.gmu.edu/d/6456](http://historymatters.gmu.edu/d/6456) (Day 1)
- Assessment of the McCarthy Hearings- [http://historymatters.gmu.edu/d/6449](http://historymatters.gmu.edu/d/6449) (Day 2)
Lesson Set

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<thead>
<tr>
<th>Content Objective(s)</th>
<th>Students will explain the origins and course of the Cold War</th>
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<td>Literacy Objective(s)</td>
<td>Students will interpret and analyze information obtained from primary source documents</td>
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<td>Lesson Importance</td>
<td>The origins and course of the Cold War is important for students to learn because of the impact it had on the daily lives of Americans living here in the United States and abroad. Its impact is one in which is felt even today in the year 2012.</td>
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<td>Connections to prior and future learning</td>
<td>Students have learned about the impact of WWII on Europe and the United States. Students have learned about the threat of Communism that has gripped the US since WWII ended.</td>
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| Anticipatory Set/ Hook (Engage) | - Each day, the students will be shown a video clip from the following movies and will analyze the clip(s) using the analysis sheets provided by the National Archives: “MASH- Goodbye, Farewell, and Amen”, “Thirteen Days”, “Dr. Strangelove”, and “Good Night and Good Luck”  
- Students will be given blank maps of the Caribbean, Middle East, Europe and Asia in order to label sites of important Cold War conflicts, policies and battles. **See attached map**  
- Students will be given charts in which they are to label the following: Who, What, Where and When in regards to Cold War conflicts, policies and battles. This will be done during powerpoint discussion. Students will be given timelines to complete as the three day lesson progresses. **See attached timeline** |

Skill Development

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.
The content portion is only a brief introduction, the bulk of the student learning will take place during the guided practice activity.

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<tr>
<th>Introduce content components</th>
<th>Teacher will utilize the Cold War powerpoint during the lecture portion of class. Students will be given guided notes to follow along during teacher’s lecture portion.</th>
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<tr>
<td>“I do” Skill from literacy objective</td>
<td>Teacher will lead students through analyzing speeches, articles and documents written during the Cold War Years</td>
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Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as Explore.

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<th>“We do” Activity Description</th>
<th>Students will locate and label the Soviet Union, United States, Great Britain, Cuba, Turkey, Canada, South Korea, Iran, France, and Australia. Label the countries that were allies of the Soviet Union and those that were allies of the United States. You may use any map in the textbook chapter, unit opener, or Atlas for reference. (Map Provided)</th>
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<td>Students will work with a partner during each of the 3 days to create a Cold War poster that will serve as a scrapbook of the event that they will be assigned. Each group will be assigned one of the following events:</td>
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<tr>
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<td>1. Korean War</td>
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<td>2. McCarthyism and Red Scare</td>
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<td>3. Cuban Missile Crisis</td>
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<td>4. Berlin Airlift/Berlin Wall</td>
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<td>5. Nuclear Scare</td>
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<td>Each poster must include visual excerpts, personal accounts, articles and political cartoons of events from the assigned topic</td>
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<td>Each entry must have a short written explanation of its significance</td>
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| Checking for Understanding- “Informal” Assessment | Students will complete a quiz that will assess the thoroughness of understanding of the importance of each of the assigned topics. |

Closure

Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.
## Content Solidified

- Students will present their posters to the rest of the class
- Students will take notes on their graphic organizer chart as it relates to the powerpoint presentation.
- Students will use the presentations of their classmates to complete the graphic organizer given to them.

## Independent Practice

### “You Do”

Students will assume the role of either a soldier fighting in Korea or a doctor/nurse serving in Korea. They will write a letter home to a loved one in which they describe how they are affected by the war and their feelings on whether they agree or disagree in fighting the war.

## Summative/ “Formal” Assessment

### Assessment

Using the graphic organizer chart students will analyze the significance of the Cold War.

## Differentiation

### During Lesson

Students will be heterogeneously mixed to support various reading levels.

### Assessment

Students will complete a Unit Test that will include EOC- like Multiple Choice questions.