

# Historical Literacy Project Model Unit Gallery Template

**Unit Title: The Cold War: Continuity and Change**

**Designed by: Zach Taylor**

**District: Caesar Rodney School District**

**Content Area: U.S. History**

**Grade Level(s): 10<sup>th</sup>-11<sup>th</sup>**

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**Summary of Unit** (This should include a brief unit summary including a description of unit goals, rationale for the approach taken, and where it appears in the course of study.)

## Stage 1 – Desired Results

What students will know, do, and understand

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**Delaware Content Standards** (Write out the Delaware History standard for which instruction is provided in this unit and which are ultimately assessed in the unit.)

**History Standard One 9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.**

**Big Idea(s)** (This should include transferable core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Ex: Manifest Destiny, fighting for peace.)

**Historical Continuity**

**Historical Change**

**Cold War**

**Communism**

**Containment**

**Berlin Airlift**

**Korean War**

**Cuban Missile Crisis**

**Unit Enduring Understanding(s)** (This should include important ideas or core processes that are central to the unit and transferable to new situations beyond the classroom. Stated as full-sentence statements, the understandings specify what we want students to understand about the Big Ideas Ex: Students will understand that all sources contain some level of bias.)

**Students will understand that historical materials reveal patterns of continuity and change that might be used to inform present-day decisions.**

**Unit Essential Questions(s)** (This should include open-ended questions designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content. Please consult the history clarification documents at [http://www.doe.k12.de.us/ddoe/files/pdf/History\\_Clarifications.pdf](http://www.doe.k12.de.us/ddoe/files/pdf/History_Clarifications.pdf) for a list of essential questions that the Delaware Department of Education has deemed to be in alignment with the standards.)

- 1. Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?**
- 2. To what extent can we learn from studying historical responses to societal problems?**

**Knowledge and Skills** (This should include key knowledge and skills that students will acquire as a result of this unit. Ex: difference between a primary and secondary source, historians use different sources. It should also include what students will eventually be able to do as a result of such knowledge and skill Ex: analyze a primary source document).

- 1. Students will know that over the course of history some trends change while others remain the same.**
- 2. Students will be able to identify patterns of change and continuity in history and identify the causes and effects of those patterns.**

## Stage 2 – Assessment Evidence

(Design Assessments To Guide Instruction)

(This should include evidence that will be collected to determine whether or not the Desired Results identified in Stage One have been achieved? [Anchor the unit in a performance task that requires transfer, supplemented as needed by other evidence –quizzes, worksheets, observations, etc.]

**Suggested Performance/Transfer Task(s)** (Strive for an authentic task that will yield evidence of student mastery of the targeted benchmark. Ex: a book or movie review, closing statement, a Photo Story documentary, a student composed section of a history text, a timeline.)

Essential Question Addressed

**Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?**

Prior Knowledge

**Students should understand of the differences between Soviet and American society. They should also know how the relationship between the Soviet Union and the United States changed at the conclusion of World War Two.**

Scenario

**Students will be assigned various events from the Cold War and be asked to create a class timeline of major events from the Cold War. Once the timeline is complete, students will then be asked to analyze the timeline to determine patterns of historical continuity and change in Cold War.**

## Requirements

**Each student will be assigned a different event from the Cold War. For their event, students must find two visuals (photos, maps, graphs) and write a paragraph summarizing the event. They will paste the summaries and visuals on a sheet of construction paper and string them together in chronological order with their classmate's events. Students will examine the completed timeline and write and one page essay reflecting on what patterns of continuity and change are represented in their class's timeline and the causes and effects of those patterns.**

## Final Product

**The final products for this assessment will be the complete portion of the class timeline and the one –page essay.**

**Rubric(s)** (Be sure to align your rubric to the benchmark. A student should not be able to score well on a rubric if he or she has not mastered the standard/benchmark itself.)

	0 POINTS	3 POINTS	6 POINTS
Overall Appearance, Spelling, Grammar, Punctuation	Timeline piece and essay are filled with mistakes and sloppy or poorly organized.	Timeline piece is missing title, sloppy, or written products have some errors.	Timeline piece is neat and colorful, written products have no errors.
Visuals on Timeline Piece	Visuals are not included on timeline piece or are inappropriate.	Only one acceptable visual is included or accurate.	Both visuals are appropriate for the event assigned.
Summary of Event on Timeline Piece	Summary contains little or inaccurate content related to the topic.	Summary contains some accurate content relate to the topic but leaves out important details.	Summary is well-written and all information relevant to the topic is included.
Explanation of Historical Continuity in Reflection Essay	Essay does not include accurate examples of historical continuity.	Essay includes examples of historical continuity, but they are not clearly explained.	Essay includes examples of historical continuity, clearly explaining their causes and effects.
Explanation of Historical Change in Reflection Essay	Essay does not include accurate examples of historical change.	Essay includes examples of historical change, but they are not clearly explained.	Essay includes examples of historical change, clearly explaining their causes and effects.
			Total Score: ____/30

**Other Evidence** (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

**At the conclusion of each lesson, student work will be collected as a formative assessment. Students will also be given a test at the end of the unit to assess their understanding of the content and the standards presented during this unit.**

**Student Self-Assessment and Reflection** (This should include opportunities for students to monitor their own learning. Ex: reflection journals, learning logs, pre- and post-tests, editing own work.)

**The essay which is part of the final assessment provides students the opportunity to reflect upon the Cold War and their knowledge of historical continuity and change. Numerous class discussions will also be held throughout the unit to provide students to reflect upon what they have learned and correct any misunderstandings.**

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

(You might consider this the “Procedures” section of your unit plan. Be very specific in describing the procedures you want followed. A unit should consist of 3-5 lessons. This should include instructional activities and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2). Give special attention to ways that you might differentiate learning so that the activities are broadly accessible, incorporate technology that is accessible broadly, and promote the acquisition of 21<sup>st</sup> Century skills.

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**Use this same lesson template as many times as you need i.e. depending on how many lessons are in your unit.**

### Lesson # 1

**Title of the Lesson: The Berlin Airlift**

**Author: Zach Taylor**

**Lesson Description:** Briefly describe what the students will be doing in this lesson and why.

**In this lesson students will learn about the Berlin Airlift and how it marked a change in the relationship between the United States and the Soviet Union.**

**Time Required:** Approximately how long will it take to complete the instructional activities described in this lesson?

**2 Hours**

**Essential Question Addressed:** What is the essential question for this lesson?

**Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?**

**Enduring Understanding:** What is the enduring understanding at which students should arrive?

**Students will understand that historical materials reveal patterns of continuity and change that might be used to inform present-day decisions.**

**Materials:** What materials will a teacher need to implement this lesson? Copies of all handouts and visuals or links to them must accompany the lesson. Do not submit copyrighted or publisher materials. *Adapt* when necessary. Be sure to label and number all handouts (e.g. *Handout 1: Emancipation Proclamation*).

**Handout #1: WWII Maps**

**Handout #2: A Former Ally Becomes an Enemy**

**Handout #3: Flow Chart**

**History Textbook**

**Procedures:** Describe the steps that a teacher must follow to implement this lesson. Your steps must be numbered. Phrase the procedures so that those who have not used it will have no difficulty following the steps.

If any steps require the distribution of handouts, state this and identify the handouts by *number* and *title* (e.g. *Handout 1- Emancipation Proclamation*).

Avoid “read and discuss” as procedures. Identify specific questions that teachers should raise.

- 1. Introduce history standard one. Have students read the standard and interpret what it means. Explain the difference between historical continuity and change.**

2. **Distribute Handout #1: WWII Maps. Have students identify patterns of change and continuity between the two maps. Also, students should explain what contributed to these patterns and how they might result in the Cold War.**
3. **Have students read Handout #2: A Former Ally Becomes an Enemy. On the board, create a class list of events from the article which led to the Cold War and a historical change in the relationship between the U.S. and the Soviet Union.**
4. **Have students read about the Berlin Airlift from their textbook. Then, pass out Handout #3: Flow Chart. Students will fill in the flow chart listing all of the major events from the time when the Berlin Airlift began until the time it concluded.**

**Debrief:** Briefly but explicitly tell teachers to revisit the essential question for this lesson (write it out again here). You might also suggest activities or questions one might pose to encourage and/or promote transfer.

**Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?**

**Students will address these questions throughout the lesson. First through the handout which compares pre and post-WWII Europe and again when reading Handout #2 and discussing the reasons why the Cold War began. The flow chart is also a good way of getting students to trace how events can change over time.**

**Formative Assessment (“Check for Understanding”):** How will you measure student understanding of the targeted benchmark or essential question? This “Check for Understanding” must assess *individual* student achievement and involve *written* responses.

**Upon completing the flow chart, students will complete a 3-2-1 summary on the back of Handout #3. For this summary, they will list three reasons why the U.S. and the Soviet Union became adversaries following WWII, two things that remained the same from WWII to the Cold War, and one change or continuity between the Cold War era and today.**

## Lesson # 2

**Title of the Lesson: The Korean War  
Author: Zach Taylor**

**Lesson Description:** Briefly describe what the students will be doing in this lesson and why.

**In this lesson students will learn about the Korean War and its continuity and change with past and current conflicts.**

**Time Required:** Approximately how long will it take to complete the instructional activities described in this lesson?

**2 Hours**

**Essential Question Addressed:** What is the essential question for this lesson?

**Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?**

**Enduring Understanding:** What is the enduring understanding at which students should arrive?

**Students will understand that historical materials reveal patterns of continuity and change that might be used to inform present-day decisions.**

**Materials:** What materials will a teacher need to implement this lesson? Copies of all handouts and visuals or links to them must accompany the lesson. Do not submit copyrighted or publisher materials. *Adapt* when necessary. Be sure to label and number all handouts (e.g. *Handout 1: Emancipation Proclamation*).

**Handout #4: War Propaganda**  
**Handout #5: Korea Divided**  
**History Textbook**

**Procedures:** Describe the steps that a teacher must follow to implement this lesson. Your steps must be numbered. Phrase the procedures so that those who have not used it will have no difficulty following the steps.

If any steps require the distribution of handouts, state this and identify the handouts by *number* and *title* (e.g. *Handout 1- Emancipation Proclamation*).

Avoid “read and discuss” as procedures. Identify specific questions that teachers should raise.

- 1. Review causes of the Cold War and the concepts of historical continuity and change.**
- 2. Distribute Handout #4: War Propaganda, and identify patterns of continuity and change from WWI to the Cold War in the use of war propaganda.**
- 3. Have students read Handout #5: Korea Divided. Upon completing the article students will complete a 5W’s and an H outline of the article. For this, students must find the answer to the following questions:**
  - a. What was the Korean War?**
  - b. When did the Korean War take place?**
  - c. Who was involved in the Korean War?**
  - d. Where was the Korean War fought?**
  - e. Why was the Korean War fought?**
  - f. How did the Korean War come to an end?**
- 4. After students complete the outline, review their answers and check for understanding.**

**Debrief:** Briefly but explicitly tell teachers to revisit the essential question for this lesson (write it out again here). You might also suggest activities or questions one might pose to encourage and/or promote transfer.

**Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?**

**Students will address these questions throughout the lesson. First, through the Handout #4 which shows change and continuity in war propaganda. Teachers may also ask students to start thinking about how the causes and outcome of the Korean War compares to other conflicts in American history in order to identify patterns of continuity and change.**

**Formative Assessment (“Check for Understanding”):** How will you measure student understanding of the targeted benchmark or essential question? This “Check for Understanding” must assess *individual* student achievement and involve *written* responses.

**Upon completing the 5 W’s and an H outline, students will write a paragraph answering the following prompt:**

**“How does the Korean War represent patterns of historical continuity and change with other conflicts in American history. Use evidence to support.”**

## Lesson # 3

### **Title of the Lesson: The Cuban Missile Crisis Author: Zach Taylor**

**Lesson Description:** Briefly describe what the students will be doing in this lesson and why.

**In this lesson students will learn about the Berlin Airlift and how it marked a change in the relationship between the United States and the Soviet Union.**

**Time Required:** Approximately how long will it take to complete the instructional activities described in this lesson?

**2 Hours**

**Essential Question Addressed:** What is the essential question for this lesson?

**Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?**

**Enduring Understanding:** What is the enduring understanding at which students should arrive?

**Students will understand that historical materials reveal patterns of continuity and change that might be used to inform present-day decisions.**

**Materials:** What materials will a teacher need to implement this lesson? Copies of all handouts and visuals or links to them must accompany the lesson. Do not submit copyrighted or publisher materials. *Adapt* when necessary. Be sure to label and number all handouts (e.g. *Handout 1: Emancipation Proclamation*).

**Handout #6: Nuclear Weapons  
Handout #7: Storyboard  
History Textbook**

**Procedures:** Describe the steps that a teacher must follow to implement this lesson. Your steps must be numbered. Phrase the procedures so that those who have not used it will have no difficulty following the steps.

If any steps require the distribution of handouts, state this and identify the handouts by *number* and *title* (e.g. *Handout 1- Emancipation Proclamation*).

Avoid “read and discuss” as procedures. Identify specific questions that teachers should raise.

- 1. Have students examine Handout #6: Nuclear Weapons. Students will identify patterns of historical continuity and change in the development of nuclear weapons over the course of the 20<sup>th</sup> century. Students should also reflect on the effect these weapons may have had on the Cold War.**
- 2. Distribute Handout #7: Storyboard. Students will read in their textbook about the Cuban Missile Crisis and create a storyboard depicting the major events of the crisis. Upon completing their storyboards, students will share them with a partner and then a few will share with the class.**

**Debrief:** Briefly but explicitly tell teachers to revisit the essential question for this lesson (write it out again here). You might also suggest activities or questions one might pose to encourage and/or promote transfer.

**Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?**

**Students will address these questions throughout the lesson. First, through Handout #6 which traces the development of nuclear weapons over time. Next, students should be asked to**

**explain how the Cuban Missile Crisis represented a change in U.S. and Soviet relations during the Cold War.**

**Formative Assessment (“Check for Understanding”):** How will you measure student understanding of the targeted benchmark or essential question? This “Check for Understanding” must assess *individual* student achievement and involve *written* responses.

**Students will get into groups of five and write a relay response to the following question:**

**“How did the events of the Cuban Missile Crisis represent historical change and continuity from previous events during the Cold War?”**

**Each student in the group will write one sentence of the summary and pass it along to another group member.**

*Did you consider the following unit design principles?*

*IP – International education perspective*

*IL – Information Literacy*

*WR – Workplace readiness/21<sup>st</sup> century skills*

*FA – Formative assessment, used to check for understanding*

*DI- Differentiated Instruction*

*UDL– Universal Design for Learning*

*TL – Technology Literacy*

**Resources and Teaching Tips** (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit?**

**The only additional resource that would be helpful is a history textbook. However, this unit can also be supplemented with videos such as JFK: A Presidency Revealed which provides a good overview of the Cuban Missile Crisis. Also, maps of the Korean War or the Cuban Missile Crisis as well as photos of the Berlin Airlift would also be helpful.**

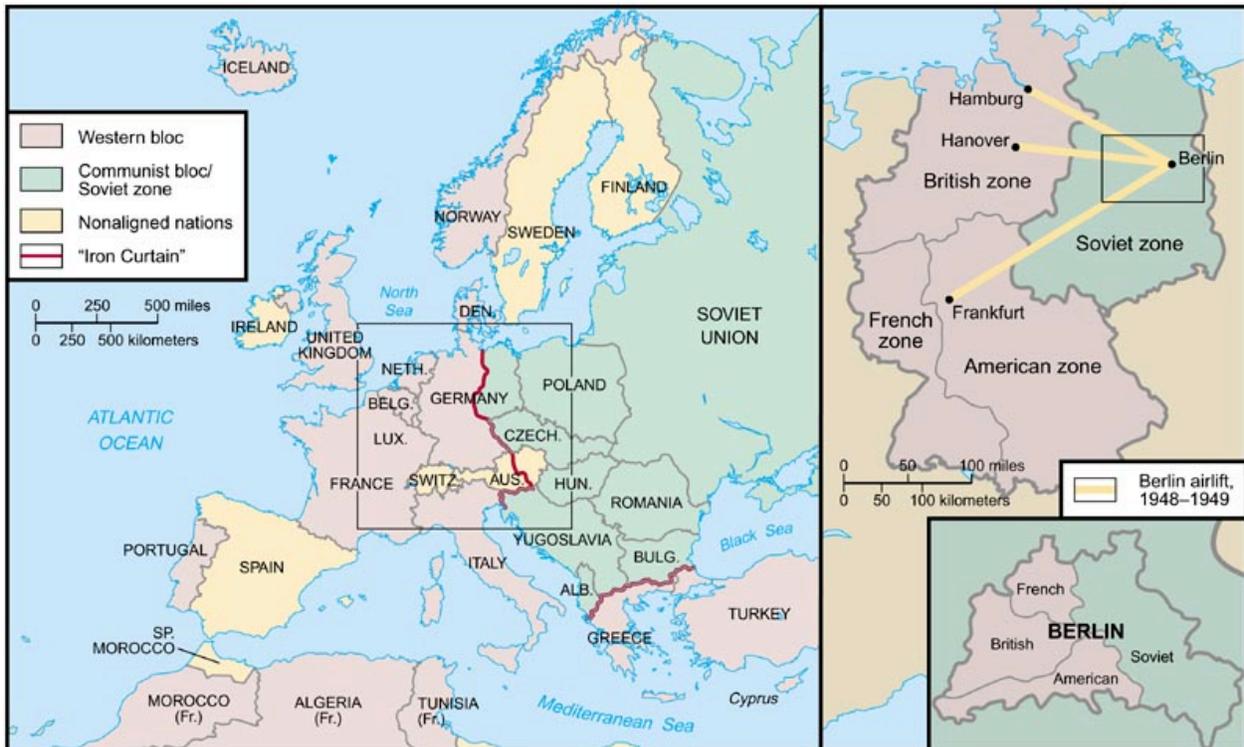
- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.**

**The biggest misunderstanding that students may have is not knowing the difference between the principles of the communist dictatorship of the Soviet Union compared to the democratic capitalism of the United States. Also, students may need to be filled in on the history of the Korean peninsula a Cuba before talking about Cold War events in those nations.**

## Handout #1: WWII Maps



EUROPE AFTER THE TREATY OF VERSAILLES, 1919



EUROPE AFTER WORLD WAR II

## Handout #2

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Score \_\_\_\_\_

### *A Former Ally Becomes an Enemy*

### RETEACHING ACTIVITY

#### Chapter 30, Section 2

**Directions:** Carefully read the summary below. Then refer to it as you complete the statements that follow. You will then understand how the cold war developed.

After the war, it became clear that the Soviet Union was not interested in an alliance with Great Britain and the United States. Rather, it sought to establish communist governments in the countries that shared its borders. The dispute over whether to hold elections in Eastern Europe began what historians call the cold war. During the cold war, the United States and the Soviet Union competed to spread their influence.

President Truman asked Congress for funds in order to send economic and military aid to Turkey, which was under siege by the Soviet Union, and to Greece, which was trying to put down a Communist-led revolt. The President said that the United States should prevent communist governments from being set up anywhere in the world where they did not already exist. This policy became known as the Truman Doctrine.

In Western Europe, the postwar situation was desperate. There were few raw materials, and millions were out of work. Many were in danger of starving. Secretary of State George Marshall developed a plan of economic aid. The Soviet invasion of Czechoslovakia in 1948 convinced Congress to approve the Marshall Plan.

Another element of the cold war was the disagreement between the Eastern and Western nations about the treatment of Germany. The United States and Great Britain wanted Germany to be united, while the Soviets wanted it to remain divided. The Soviets cut off surface traffic into West Berlin to force the Western nations to reconsider. When a British and American airlift successfully brought in food, fuel, and other supplies, the Soviets lifted the Berlin blockade. By fall 1949, the Federal Republic of Germany, or West Germany, was established. The Soviet Union turned its zone into the German Democratic Republic, also called East Germany.

The Soviet invasion of Czechoslovakia led to the formation of the North Atlantic Treaty Organization (NATO), composed by 1955 of Belgium, Canada, Denmark, France, Great Britain, Greece, Iceland, Italy, Luxembourg, the Netherlands, Norway, Portugal, Turkey, the United States, and West Germany. These nations agreed that an attack on one of them would be seen as an attack on all. The Soviet Union formed the Warsaw Pact, which included Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, and Romania.

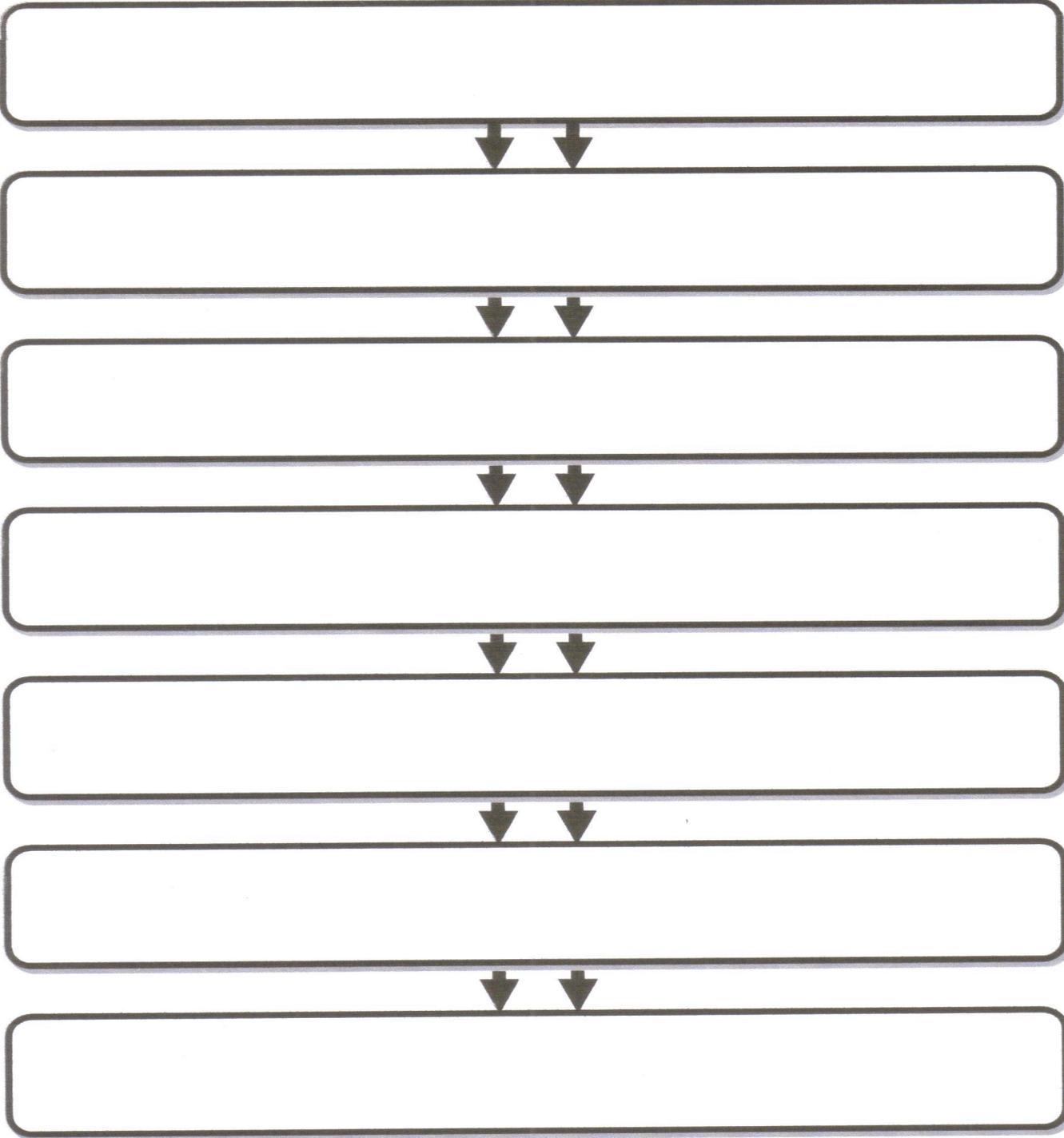
Americans also became worried about possible communist activity in the United States. The State Department adopted a policy of containment of the Soviet Union. Steady pressure would be applied to keep the Soviets from expanding their power to other countries.

In 1950 Congress passed the McCarran Internal Security Act, which made it illegal to plot to establish a totalitarian dictatorship in the United States. Two spy cases fueled Congress's need to act. Alger Hiss, a State Department member, was accused of passing secret government documents to the Communist party. Julius Rosenberg and Ethel Rosenberg, minor activists in the Communist party, were executed for espionage. Senator Joseph McCarthy of Wisconsin used the issue of anti-communism to campaign for reelection. His accusations resulted in a televised Senate investigation of government officers and caused a general hysteria in the country. This "Red Scare" reflected popular fears about the growth of communism in the world.

1. The dispute over \_\_\_\_\_ is what historians identify as the beginning of the cold war.
2. The Truman Doctrine asserted that \_\_\_\_\_.
3. \_\_\_\_\_ proposed a plan for economic aid to European nations.
4. The incident that persuaded Congress to approve this plan for economic aid was the \_\_\_\_\_.
5. The Soviet Union wanted Germany to remain \_\_\_\_\_ and set up the \_\_\_\_\_ blockade.
6. West Germany became the \_\_\_\_\_ in 1949.
7. East Germany became the \_\_\_\_\_.
8. \_\_\_\_\_ was a defensive military alliance between the United States and several other nations.
9. The Soviet Union formed the \_\_\_\_\_, its own military alliance.
10. McCarthy used the nation's fears of \_\_\_\_\_ to try to win reelection.

# Flow Chart

Directions: Chart the events that lead to others.



## War Propaganda



World War One



World War Two



Cold War

Translation: "Who gets all the income in the United States- exploiters. In the Soviet Union it's the workers."

1. What is Propaganda?
2. Choose one of the advertisements. How does it represent propaganda?
3. How do these posters represent historical continuity and change?

# Korea Divided *(cont.)*

## Historical Background Information

From 1910 until the end of World War II, Japan occupied Korea. At the end of the war, the United States divided Korea into two parts at the 38th parallel. The capital, Seoul, was in the South and was supported by the United States. Russia occupied the north. Korea was separated into the People's Republic in North Korea and the Republic of Korea in South Korea. Both the United States and Russia influenced regimes in each half of the peninsula. Democracy was supported in the south and communism was supported in the north. By 1946, both regimes were well established. In 1948, all of the United States troops left Korea.

By 1949, fighting broke out at the 38th parallel. This fighting was mostly prompted by the South Koreans. On June 25, 1950, North Korea seized an opportunity and invaded South Korea. It took only three days for North Korea to invade Seoul while the southern army fled the scene.

The United States realized that South Korea was necessary for the rebuilding of Japan's economy. So, Secretary of State Dean Acheson decided to implement the Truman Doctrine towards South Korea in hopes of containing communism. Instead of obtaining a declaration of war from Congress, President Truman sought a stamp of approval from the United Nations. Under the supervision of the United Nations, the United States rushed in to fight for the South. At the same time, China secretly stepped in to defend the North.

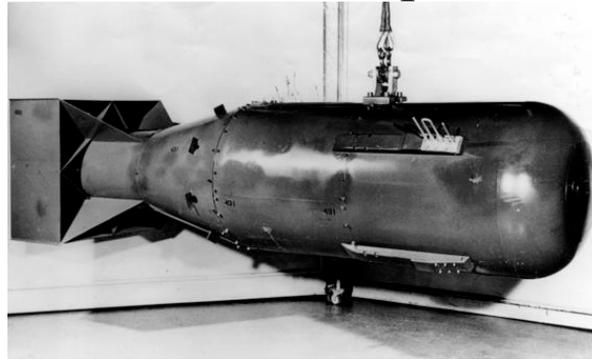
The northern army forced the southern forces back to Pusan, which is located on the southern tip of the peninsula. In an act of military genius, General MacArthur split his troops. He left some at Pusan to hold back the enemy, and he took the others to launch a secret invasion on the western coast of the Yellow Sea in the port of Inchon. This successful invasion cut off the communication and supplies of the northern army and they retreated back across the 38th parallel. Because the Inchon invasion was a success, Truman changed his mind about the goals of the war. Instead of just restoring South Korea up to the 38th parallel, Truman decided to try to gain control of the entire peninsula of Korea. When Truman changed his goals for the war, the premier of China warned the United Nations that he would send troops into Korea if the United Nations' forces crossed the 38th parallel.

With permission, MacArthur led the troops north across the 38th parallel. Unknown to American leaders, the Chinese had already crossed over the border to help North Korea fight against the Americans. MacArthur's forces were taken by surprise. By New Year's Eve, the Chinese and North Koreans had recaptured Seoul. The United Nations troops retreated just south of the capital.

Truman feared that the Soviets were pushing for a global war and were funding the Chinese and the North Koreans. A global war was something that Truman did not want. The Joint Chiefs of Staff informed MacArthur that they would not be sending any more reinforcements to Korea. MacArthur believed that with the necessary help, the Chinese could be pushed back. So, American leaders led the troops back into Seoul again, and the American troops recaptured it by April 1951.

After the summer of 1951, the war had come to a stalemate. Periods of heavy fighting in the form of trench warfare along the 38th parallel lasted for two years. Peace talks lasted throughout these two years primarily because an agreement could not be reached on what to do with the prisoners of war. Some of the prisoners from the communist North Korea did not want to return back to their homes. Some prisoners who were held by the North Koreans had been mistreated. During this stalemate, over 50,000 American soldiers died. The United Nations, China, and North Korea signed an armistice in July of 1953, but South Korea refused to sign the document. The Korean War was the first American war in which the United States did not win an ultimate victory.

# Nuclear Weapons



Atomic Bomb (Little Boy, 1945, 15 Kilotons)



Hydrogen Bomb (Mark 17, 1955, 15 Megatons)



Intercontinental Ballistic Missile (Titan 1, 1962, 4 megatons)

Handout #7


81999 INDIAN KEY FILM SOFTWARE, WIC

STORYBOARD - 6 PANEL