

Research Lesson Plan: The ABCs of the Cold War

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Targeted Grade Level: 9-12

Essential Question: What events, people and ideas made up the 45 year Cold War?

Formative Assessment Prompts:

Instructional Chunk #1: How did the Cold War start?

Instructional Chunk #2: Research on the Cold War

Instructional Chunk #3: Important Events Presentation

Standard Addressed:

History Standard Two 9-12a: Students will develop and implement effective research strategies for investigating a given historical topic.

Problematic Prior Knowledge (PPL) Addressed

- The Cold War was really a war
- War was just between the United States and Russia
- It was in the 1950s and 1960s
- Soviets ideology and government were to blame for the war

Activating Strategies:

Strategy 1: Pre-assess Prior Knowledge-“Who started the Cold War?”

Strategy 2: What do you know about the Cold War?-
Brainstorm Cold War topics using ABC organizer
(Handout #2)

Strategy 3: Discussion-How did you determine which source to use in your research and which to discard?

Key Vocabulary to preview

Cold War
Containment
Iron Curtain
Communism
Capitalism

Teaching Strategies:

- Cooperative group Research
- Presentations
- Video
- Whole class discussion

Graphic Organizer(s) Used:

- ABC organizational sheet

Materials Needed:

- Computers access
- Research materials on the Cold War
- Art supplies for the creation of the Cold War Books (paper, markers, glue, etc.)

Differentiation Strategies:

- Grouping by ability level
- **Assigned roles**
- Chunking research and materials
- **Show videos of Cold War and as a class brainstorm terms to fill in for each letter on ABC wall.**
- **Master list of terms and allow students to select from for research**

Instructional Plan:

Instructional Chunk #1: How did the Cold War begin?

Lesson is from the Stanford History Education Group <http://sheg.stanford.edu/the-cold-war>

A. Procedures: (copied from SHEG Lesson Plan- changes made in Red)

- Ask students: “What do you know (remember) about the Cold War?”
Important to review:
 - Differences between communism and capitalism,
 - US and USSR were on the same side during WWII,
 - The collapse of Europe after WWI,
 - USSR and US emerge as superpowers and the movements of the Red Army and the US policy of containment.
- Timeline and PowerPoint Lecture found at: <http://sheg.stanford.edu/the-cold-war>, then ask students who they believe was responsible for the Cold War - the United States or the Soviet Union?
- Pass out Documents A and B along with Guiding Questions. Have students read, answer questions, and record their initial hypothesis regarding the question “Who do they believe started the Cold War?”
- Student should share answers and discuss
 - **Teacher can create a t-chart with the names of the countries at the top. Students should share their hypothesis and give evidence from the text why they came to this hypothesis.**
- Pass out documents C and D. Students should read documents, answer questions, and record their second hypothesis.
- Share Answers and Discuss

B. Debrief

- Whole class discussion
 - Who was primarily responsible for the start of the Cold War? What evidence do you have to support your claim?
 - Which of these documents do you believe is most trustworthy? Why?
 - Did anyone’s hypothesis change? How and why?

What other evidence would you need to strengthen your claim?

C. Check for Understanding/Summarizing Activity:

- Review the cartoon on the final slide of the PowerPoint. Have students answer the following question.
 - What is the argument of each cartoon?
 - What images and symbols are used to make these arguments?
 - According to these two images, who was responsible for the Cold War?

Instructional Chunk #2: Researching the ABC Cold War Book

A. Procedures:

- Research the Cold War and create an A-B-C book on the Cold War
- Students should brainstorm ABC topics using handout #2
- Show videos of Cold War and as a class brainstorm terms to fill in for each letter on ABC wall.
- Master list of terms and allow students to select from for research
- The page/slide must represent each letter of the alphabet with the following:
 - Word/term
 - Picture representing word/term
 - Explanation of term and of how picture reflects word/term
- For the letters X and Z you may use a word with the letter in it. Your project must use information about the Cold War and all 26 letters of the alphabet. Use books, the Internet, etc. to help you.
- Your grade is determined based on your overall coverage of the Cold War, descriptions, and quality of work.
- Additional students must include a citations at the bottom of each page or slide

B. Debrief: ask the students...

- Review answers from pre-assessment “What was the Cold War?” and have students discuss how they would answer now.
- Ask students to share out with the class what strategies they found helpful when researching the Cold War topic. Additionally the teacher may also want to ask student to share which sources they found most helpful.

C. Check for Understanding/Summarizing Activity:

- The completed ABC Book will be handed in at the end of the lesson.

Instructional Chunk #3: Presentation of Research

A. Procedures:

- ABC books should be ready for the class to look through and evaluate.
- Each student or student group should present their book and select three to five topics that they found the most interesting to research.
- After presentations are completed, each student (or group) should have a book other than their own to read. As they read the book they will use the rubric to judge the quality of the material and research. (Rubric Handout #4)

B. Debrief: ask the students...

- Once peer evaluations are done each student should share with the class or the author their thoughts on the book and the one or two things they learned about the Cold War from the ABC book.

C. Check for Understanding/Summarizing Activity:

- Students should be asked to write their thoughts on the research and the products of the research.
 - Was the research on your book complete? What would you want to do more research on if you had more time?
 - What other sources would have been helpful in completing this research assignment?
 - What problems did you encounter in your research?

Summarizing Strategy: describe how you will get students to summarize what they have learned in this lesson. This involves summative summarizing.

The summarizing activity for Instructional chunk #3 is meant to help students share what they learned in the process of conducting research.

Have students write a comprehensive summary/essay describing the Cold War to match their book's research (i.e. book jacket)

Handout #1-ABC Book Directions and Model

The Cold War

Research the Cold War and create an **A-B-C book** on the Cold War

The page/slide must represent each letter of the alphabet with the following:

- Word/term
- Picture representing word/term
- Explanation of term and of how picture reflects word/term

For the **letters X and Z** you may use a word with the letter in it. Your project must use information about the Cold War and all 26 letters of the alphabet. Use books, the Internet, etc. to help you.

Your grade is determined based on your overall coverage of the Cold War, descriptions, and quality of work.

Example

B

BERLIN AIRLIFT



After WWII, the allies divided Germany into 4 sectors, or zones. Eventually cooperation between France, England, the U.S. and the U.S.S.R. broke down. The 3 western nations created their own government for their zones. In order to prevent this, the Russians blockaded the capital, Berlin, which was completely in their zone. The western powers organized and airlifted a total of 2,326,406 tons of food, coal, passengers, and other items into the city in a total of 278,228 flights. The mission was a success. The Soviets did not try to stop it, mainly because they believed that they would have failed or triggered a war. At the height of the airlift, planes flew around the clock in four-hour blocks taking off and landing every 90 seconds.

Handout #2-ABC Graphic Organizer

A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

Handout#3 Cold War topics-not a complete list

A	Afghanistan Ayatollah Atomic Bomb Arab- Israeli Wars Army of the Republic of Vietnam (ARVN) Agent Orange	N	Pres. Richard Nixon Nuclear technology NATO Ngo Dinh Diem Napalm North Vietnamese Army National Front for the Liberation of South Vietnam (NLF)
B	Bay of Pigs Invasion Berlin Wall Buffer Zone Berlin Airlift	O	Operation Mongoose
C	Cuban Missile Crisis Containment Communism Capitalism China Cuba	P	Potsdam Conference Prague Spring, 1968
D	Dien Bien Phu Draft Domino Theory	Q	
E	Pres. Dwight D. Eisenhower	R	Pres. Ronald Regan
F	Fidel Castro	S	Soviet Union Saigon Star Wars (not the movie) Joseph Stalin Search and Destroy
G	Mikhail Gorbachev Gulf of Tonkin Resolution Guerilla Warfare	T	Tet Offensive Thirty- Eight Parallel Truman Doctrine
H	Ho Chi Minh Hydrogen bomb	U	United Nations U-2 Incident
I	Iran Hostage Crisis Iron Curtain	V	Vietnam War Viet Minh Viet Cong Vietminzation
J	Pres. Lyndon B. Johnson	W	Warsaw Pact
K	Pres. John F. Kennedy Korean War Nikita Khrushchev Sect. of State Robert F. Kennedy	X	
L		Y	Yom Kippur War Boris Yeltsin Yalta Conference

M	Marshall Plan Sect. of Defense Robert McNamara Mao Ze Dong Joseph McCarthy Massacre at Mai Lai Mujaheddin Douglas MacArthur	Z	
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Handout #4

COLD WAR ABC BOOK REVIEW

Authors:

Does each page have a:

Letter ____/26 Title ____/ 26 Visual: ____/26 Summary ____/ 104

Category	4	3	2	1
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well constructed.	The information appears to be disorganized.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Diagrams and Illustrations	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.

Comments to the Authors: