



Cold War (5 Weeks)

[Link to 2021-2022 Course Pacing Guide](#)

Navigate to Sections of the Planning Guide

[Unit Standards](#)


[Essential Questions](#)

[Visible Thinking](#)

[Scaffolds and Supports](#)

[Unit Resources](#)

[Unit Specific PBA](#)

 **Purpose:** The goal of this unit guide is to provide teachers with ready-to-use resources and guidance aligned to the [FCPS Learning Model](#). The layout follows a “[backward design](#)” approach to teaching and learning resulting in a performance assessment. Content resources and instructional strategies can be used to design learning experiences during the unit. Additionally, there are complete, unit specific, performance assessments teams can choose to use. Our standard 1 rubric supports social studies teaching and learning: [Standard 1 Rubric](#).

Unit Overview

Description

Using the past to better understand ourselves, society, and the contemporary world is a core aspect of social studies education.

- This unit on the Cold War is a study in justice and interactions.
- The resources and guidance below support the development of students’ thinking and skills using disciplinary content and concepts.
- Resources, experiences, and assessments can be used in traditional, distance, and blended environments.

[Unit VDOE Standards](#)

- **VUS.12.** The student will apply social science skills to understand the United States’ foreign policy during the Cold War era

Unit Priority Standards

- **12.** - Students will apply social science skills to critically examine and evaluate the United States’ actions and roles during the Cold War domestically and globally (including the United Nations) and *the impact it has on students’ understanding of the present.*

- **JU.15** Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
- **AC.17** Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

VDOE 2020 - 2021 Technical Edits and Corresponding Resources

Note: Some resources contain explicit, hateful, or offensive language and content. Teachers should preview resources before use to prepare students. Resources can also be used to build teachers' subject matter knowledge.

<p>12c. American military forces during the Cold War In 1948, President Harry S. Truman ordered the desegregation of the armed forces of the United States, which took place during the Korean War. As a result of their service, the United States and American ideals of democracy and freedom ultimately prevailed in the Cold War struggle with Soviet communism.</p>	<p>Integration of the US Armed Forces (COPY) This lesson allows students to discover for themselves the history of segregation and integration of African American troops in the U.S. Students examine and interact with several primary resources to come to a conclusion.</p>
<p>12d. The Vietnam War African Americans were drafted and sent to the front lines in disproportionate numbers.</p>	<p>Fighting Two Battles: African Americans in War First person accounts of African American soldiers during the Vietnam War.</p>



Essential Questions:

- To what extent does international conflict bring peace, progress, and prosperity to the world?
- Does the United States have a mission to expand freedom and democracy?
- Is being a socialist or communist bad?
- How does learning about **The Cold War** impact your understanding of yourself, your lived experiences, a concept, a UN Sustainable Development Goal, or a contemporary world issue/event?

Portrait of a Graduate



I plan and organize my speaking for an intended purpose and audience by selecting appropriate language, and I speak with confidence to engage listeners.



I consider varied opinions, and I gather multiple sources on a topic before constructing arguments and drawing conclusions.



I ensure that ideas and information I use are meaningful and reliable by evaluating their validity, relevance, and impact.

Considerations for Learner-Centered Environment ([Cultural Responsiveness](#) & [SEL](#))

Together both *Cultural Responsiveness* and *Social-Emotional Learning* support student thinking, learning, and well-being in a supportive classroom environment.

- **Affirming Student Identities:** Students thrive when teachers know them well, and affirm their individual and diverse identities.
- **Class discussions:** Students use communication skills to puzzle over ideas, respectfully compare thinking, and deepen understanding of content.
- **Cooperative learning:** Small groups of students use knowledge of their own strengths and the ability to take the perspectives of others to complete learning tasks collectively
- **Constructing Knowledge:** Students make meaning of enduring concepts and systems.
- **Reflection:** Students are afforded reflection time to develop self- and social awareness

[Ways to build community in your online class](#)


Purposeful and Balanced Assessment

Intended Learning Outcomes: *What will students know and be able to do?*



- By studying the history of the Cold War, students will be able to apply their learning by identifying prejudice and injustice to take a necessary course of action to prevent it from continuing.
- By studying the history of the Cold War, students will be able to apply their learning by evaluating the actions taken by the US during the Cold War and understand their impact on our decision making today.

- [Rubric: Standard 1](#)

 **Formative Assessment:** *The primary purposes of formative assessments are to gauge student understanding of content and think about what they have learned. These assessments are not necessarily graded.*



- [Horizon Assessments](#) - a collection of multiple choice test items.



Learning is a Product of Thinking : *What opportunities will students have to think about content and how it relates to themselves, others, and life in and beyond school? Use any time during class (bell ringer, exit ticket etc..)*

- [Visible Thinking Routines \(Main Toolbox\)](#)
- [Visible Thinking Routines \(At Home Strategies\)](#)
- [Facing History and Ourselves Teaching Strategies](#)

Ready to Use Visible Thinking Routines -
These are set to "View Only." Make a Copy to Use with Students

Frayer Models: Concepts & Content	Walk the Week	3-2-1 Bridge	Surprising, Interesting, Troubling
Headlines!	+1 Routine	What Makes You Say That?	1-2 Minute Essay
Connect, Extend, Challenge	Projecting Across Distance	Projecting Across Time	The Explanation Game
Facts or Fiction	Unveiling Stories	Stories	Main-Side-Hidden
Parts, People, Interactions	Parts, Perspectives, Me	Parts, Purposes, Complexities	Circle of Viewpoints
The 3 Whys	Circles of Action	Here Now There Then	See Think We Me
Beginning, Middle, End	Values, Identities, Actions	Imagine If	What Can Be
I Used to Think... Now I Think	Claim Support Question	Question Starts	Word Phrase Sentence
Relevant or Not	Learning to Infer	Anticipation Guides	Text-Text, Self, World



Summative Assessment: *How might students demonstrate mastery of the learning outcomes in this unit?*

- The summative assessment should ask students to address the essential question for this unit. A main way to do this is to ask students to engage in inquiry based experiences that ask them to demonstrate their understanding through authentic performance tasks.
- Summative assessments should use our [Standard 1 Rubric](#)
- See the bottom of the guide for PBA options for this unit.

- These POG resources support student reflection.

POG Reflection		
Reflection Cards	Self-Assessments	IB Aligned Self-Assessments



Scaffolds and Supports for [Special Education](#), [English Learners](#), [Advanced Learners](#)

There are 13 Academic Language and Disciplinary Concept sheets linked below shaded in green. See more information [from the ESOL department about academic language here](#).

- Students access and use the academic language needed to engage in a task;
- Students are able to communicate their thinking at high levels;
- Instruct with attention to the discourse, sentence patterns, and words that students need.

The additional supports (not shaded) are from a variety of sources.

Analyze	Cause and Effect	Classify	Compare and Contrast
Evaluate	Infer	Inform	Inquire
Justify	Persuade	Problem Solve	Sequence
Synthesize	AAP Critical and Creative Strategies	Graphic Organizers in Google	Sentence Starters
Primary and Secondary Source Graphic Organizers from the National Archives		Secondary Education Literacy Strategies	

Meaningful Learning Experiences

These resources use unit specific content to support the development of students' skills & thinking.

- FCPS Created [Digital Background Information Collections](#)
 - [The Cold War](#)

- **Historical Thinking Skills Activities**
 - Cause and Effect:
 - [McCarthyism](#)
 - [, Executive Order 9981](#)
 - Continuity and Change Over Time: [UN Security Council](#)
 - Perspectives: [Nixon in China](#)
 - Periodization:
 - [Vietnam War](#)
 - [Integration of Armed Forces](#)
 - Story-Telling and Narrative Creation: [Cold War Narrative](#)
 - Connections: [Harry Truman: Executive Order 9981](#)

- **Stanford History Education Group [Log-in Required](#)**
 - [The Cold War](#)
 - [The Korean War](#)
 - [Truman and MacArthur](#)
 - [Cold War In Guatemala](#)
 - [Castro and the United States](#)
 - [Cuban Missile Crisis](#)
 - [Gulf of Tonkin Resolution](#)
 - [Cold War Foreign Policy](#)
 - [Berlin Airlift](#)

- **SOL Content Summaries and Activities**
 - [The Cold War](#)
 - [The Korean War](#)
 - [The Vietnam War](#)
 - [The Reagan Presidency](#)



Additional Disciplinary / Content Area Resources
(Basal resources, Library Resources, Media Collections)

- **Digital Textbook:** Virginia and United States History
 - Topic 15: Postwar America 1945-1960
 - Topic 17: The Vietnam War Era 1954-1975
 - Topic 19: America in the 1980s and 1990s 1980-1999

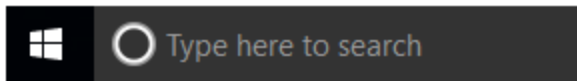
- [FCPS Library Databases](#)
- [Smithsonian Primary Source Database](#) (username and password is "fairfax")
- [Virtual Guest Speakers](#)
- [Virtual Field Trips](#)

Additional Digital Tools (Not specific to content)

Ideas for Student Collaboration, Communication, and Critical and Creative Thinking through Blended Learning

- **VoiceThread:** Students discuss what it means to be a "super power" at the end of WWII and how it impacts American foreign policy.
- **EdPuzzle:** Students watch a video about the building of

- **eMaps - 100's of pre-created digital maps**
 - Type "emaps" in your search bar to access



the Berlin Wall and another about when it came down. Students summarize what the wall meant to the Cold War during both events.

- **Hyperdoc:** Teacher creates a google hyperdoc that links to resources about times of conflict during the Cold War. Students study the key conflicts and summarize the US actions/results in the conflict.
- **Padlet:** Students post which President they felt had the best approach to the Cold War.


Complete Unit Specific Performance Assessments

Standard 1 Rubric

- [FCPS Created Performance Based Assessments](#)
 - [Multiple Digital and Analog Options:](#)
 - [Google Slides and Reflection \(Brief the President\)](#)
- C3 Inquiries for this Unit [General](#) and [VA Hub](#)
 - [Cold War](#)
 - [Containment](#)
 - [Forgotten War](#)
 - [Suburbs](#)

PBA Templates - Use and Modify these 3 Formats to Design your Own PBA

Support a Claim or Position	Digital Portfolio	Taking Informed Action
<u>Suggested Planning Template to Modify/Use</u>	<u>Suggested Planning Template to Modify/Use</u>	<u>Suggested PBL Template to Modify/Use</u>
<p>Goal: Students construct an argument (e.g., detailed outline, visual, essay) using specific claims</p>	<p>Goal: Students create artifacts/products that demonstrate their learning related to the essential</p>	<p>Goal: Students act in ways that allow them to demonstrate agency in a real-world context.</p>

and relevant evidence from sources while acknowledging competing views.



question.

