Cold War (5 Weeks 11-13 Classes)
### Link to 2022-2023 Essential Standards and Pacing

🌐 **Purpose**: The purpose of this unit guide is to provide teachers with unit specific content and instructional and assessment resources to support the creation of meaningful learning experiences for students. The layout follows a "backward design" approach to teaching and learning resulting in a performance assessment using the Standard 1 Rubric. **Explore the guide using the navigation bar.**

Navigate to Sections of the Planning Guide					
Unit Overview	CRP and SEL	Instruction and Assessment	Scaffolds and Supports	Unit Specific Content Resources	Unit Specific PBA

Connecting Portrait of a Graduate and Presentation of Learning (POG POL) outcomes to HS Social Studies.
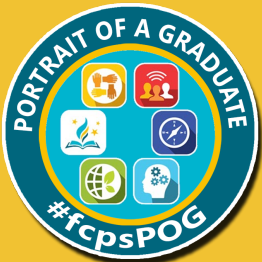
POG Skills for This Unit
Identify which POG attributes & skills and Standard 1 Skills in History or Government students will develop in this unit.

POG Attribute and skill	POG Attribute and skill	POG Attribute and skill
Standard 1 Skill	Standard 1 Skill	Standard 1 Skill

What Evidence of Learning Examples for This Unit
In POG POL students use pieces of evidence (writing, graphic organizers, digital media, visible thinking routines, presentation material, etc.) to show use of POG and Standard 1 Skills

Identify what evidence students can use in this unit below

To increase student ownership of POG and Standard 1, consider these practices!

To learn more on presentations of learning and student feedback, click here!

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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.**

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.~~	[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.
12d. The Vietnam War African Americans were drafted and sent to the front lines in disproportionate numbers.	[Fighting Two Battles: African Americans in War](#) First person accounts of African American soldiers during the Vietnam War.

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?

🌎 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

🌎 Instruction and 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.

- ## Standard 1 Rubric

The Engagement Model: *The editable tool is an FCPS supported class planning tool rooted in this idea, "Whoever is doing…is doing the learning."*

- Click Here to Get a Digital Editable Engagement Model Planning Tool
- Click Here to Get a In Class Editable Engagement Model Planning Tool

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.

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
Assessment System

- [Horizon Assessments](#) - a collection of multiple choice test items.
- [7 Approaches to Formative Assessment (Edutopia)](#)

POG Reflection		
[Reflection Cards](#)	[Self-Assessments](#)	[IB Aligned Self-Assessments](#)

Visible Thinking Strategies: *Learning is a product of thinking. These resources support students thinking about content and how it relates to themselves, others, and life in and beyond school? Also good for bell ringers and exit tickets).*

- [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**
Stop - Look - Listen	**Think - Puzzle - Explore**	**True for Who?**	**Unveiling Stories**
Step In - Step Out - Step Back	**K-W-L Chart**	**Same and Different**	**Feelings and Options**
See-Think-Wonder	**The 4 C's**	**Step Inside**	**Name - Describe - Act**
Surprising - Interesting - Troubling			

Discussion Formats and Structured Conversations: *Students engaging in [Academic Conversations](#) is an essential part of deeper learning. Use a format below (or another one you know).Select a question, content, or concept to prompt student discussion.and combine them with the visible thinking strategies and scaffolds below.*

1. **Big Paper: Building a Silent Conversation**
2. **Barometer**
3. **Chalk Talk/Graffiti Boards**
4. **Concentric Circles**
5. **Conver-Stations**
6. **Fishbowl**
7. **Four Corners**
8. **Gallery Walk**
9. **Give One, Get One**
10. **Harkness Table**
11. **Human Timeline**
12. **Jigsaw Activity**
13. **People's Assembly**
14. **Philosophical Chairs**
15. **Pinwheel**
16. **Save the Last Word for Me**
17. **Snowball Discussion**
18. **Socratic Seminar**
19. **Spontaneous Argumentation**
20. **Think Pair Share**
21. **Town Hall Circle**
22. **Two Minute Interview**
23. **Wrap Around**
24. **Conversation Sentence Stems**
25. **De Bono's Hats**
26. **Learn to Listen, Listen to Learn**

Leading Hard Conversations/Facilitation

When sharing secondary sources that tell a particular story of our past and present, consider how you might support students in enacting a critical lens to identify biases and missing or misrepresented perspectives.

When sharing primary sources connected to experiences of violence or oppression, consider how you might honor students' developmental needs, as well as how you might frame sources in ways that affirm the dignity and humanity of people connected to those experiences.

General Guidance:
The [Guidance for Teachers](#) infographic is a summary of [Regulation 3280](#) (PDF). This may be helpful for staff as an overview of its expectations, protocols, and rationale.

Resources:
- [Complete Toolkit on Teaching Hard Conversations](#)
- [FCPS Created Resource for Facilitating Hard Conversations](#)
- [Roleplaying](#)

🌎 Scaffolds and Supports 🌎

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](#)	

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Writing Supports: *These resources are designed to be used with any student to support their writing of constructed responses.*

- [Essay Writing Structures](#)
- [Sentence Frames/Starters](#)
- [Transitional Words/Phrases](#)

(NEW) Special Education Resources *The Special Education Office.'s mission is to strategically support the implementation of evidence-based practices to increase the academic achievement and the social and emotional competence of students based on individual needs.*

- [FCPS Special Education Google Site](#)
- [High Leverage Practices](#)
- [Assistive Technology Services](#)
- [Tools to Supporting Deaf and Hard of Hearing Students](#)
- [Tools to Supporting Blind and Visually Impaired Students](#)

🌎 Unit Specific Content 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.

- FCPS Created [Digital Background Information Collections](#) **(Includes Lower Lexile and Translated Text)**
    - [The Cold War](#)

- Historical Thinking Skills Activities [CLICK HERE FOR THE COMPLETE COLLECTION](#)
    - 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](#)
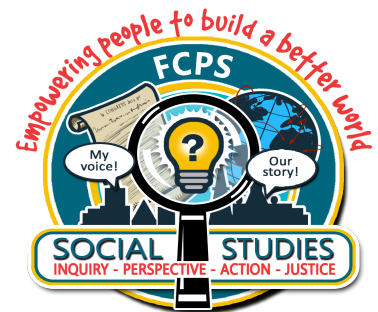
- - Cold War In Guatemala
    - Castro and the United States
    - Cuban Missile Crisis
    - Gulf of Tonkin Resolution
    - Cold War Foreign Policy
    - Berlin Airlift
    - Cold War Foreign Policy
    - Vietnam War
    - Napalm in Vietnam
    - Oswald Assassination

- SOL Content Summaries and Activities
    - The Cold War
    - The Korean War
    - The Vietnam War
    - The Reagan Presidency

- (NEW) Artifact Choice Board

- (NEW) Unit Specific Vocabulary Terms

(NEW) Resources from the ESOL Library -   Check out the ESOL Library's Google Site for more information

EBSCO Access: Login: fairfax   Password: Fcps2022!

- The USA's Moon Landing
- The Cold War
- The Berlin Wall
- John F. Kennedy
- The US Involvement in Vietnam
- Pop Culture 1960 - 1979
- Ronald Reagan
- The Cold War and Cuban Missile Crisis

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

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

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

- eMaps - 100's of pre-created digital maps
  - Type "emaps" in your search bar to access
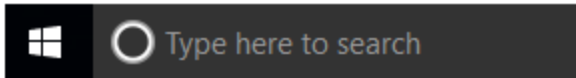
"super power" at the end of WWII and how it impacts American foreign policy.
- **EdPuzzle:** Students watch a video about the building of the Berlin Wall and another about when it came down. Students summarize what the wall meant to the Cold War during both events.
- **Hyperdoc:** Teacher creates a google 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 |

Suggested Planning Template to Modify/Use

Goal: Students construct an argument (e.g., detailed outline, visual, essay) using specific claims and relevant evidence from sources while acknowledging competing views.

Suggested Planning Template to Modify/Use

Goal: Students create artifacts/products that demonstrate their learning related to the essential question.

Suggested PBL Template to Modify/Use

Goal: Students act in ways that allow them to demonstrate agency in a real-world context.