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| Activity 1: Introduction to the Cold War: What is a Cold War? |
| **Time Needed:** 150 minutes  **Written By:** Michael Van den Hegel |
| Description |
| Students will individually research a pivotal event during the Cold War and present it to the class before placing the event along a timeline created at the back of the classroom. The timeline will be a guide for the unit as content may not be presented in chronological order. Activity will begin with a K-W-L (Know, Want to Know, Learned) activity before going into the research assignment. This activity will also introduce students to the critical question. |
| Strands and Expectations |
| **Strands/Expectations**  Communities: Local, National, and Global  Methods of Historical Inquiry  Social, Economic, and Political Structures  Change and Continuity  Citizenship and Heritage  **Overall Expectations**  **COV.03** · evaluate the key factors that have led to conflict and war or to cooperation and peace.  **CCV.03** · demonstrate an understanding of the importance and use of chronology and cause and effect in historical analyses of developments in the West and throughout the world since the sixteenth century.  **CHV.02** · demonstrate an understanding of ideas and cultures from around the world that have influenced the course of world history since the sixteenth century  **SEV.03** · describe key developments and innovations in political organization in the West and the rest of the world since the sixteenth century  **HIV.03** · communicate opinions and ideas based on effective research clearly and concisely  **Specific Expectations**  **CO3.01** – demonstrate an understanding of the key factors that have led to conflict and war  **CC1.04** – evaluate key elements and characteristics of the process of historical change  **CC3.02** – explain how viewing events in chronological order and within a specific periodization provides a basis for historical understanding  **CH2.04** – describe key conflicts and controversies that arose as a result of resistance to the assertive spread of modern Western ideas  **SEV.03** · describe key developments and innovations in political organization in the West and the rest of the world since the sixteenth century  **HI2.04** – draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations  **HI3.01** – communicate effectively, using a variety of styles and forms |
| Prior Knowledge |
| * Very little prior knowledge required by students. Research and presentation skills are necessary but being an introductory lesson, this is more of an assessment for learning than anything. * Students must know the importance of chronology when examining history. * Students should also have some prior knowledge of twentieth century history to place into context the events they will be researching. * Students will have some knowledge of Communism and other ideologies from previous units. |
| Planning Notes  es |
| * Teacher must book Library or Computer Lab accordingly for the period as the Students will need to research their event for their presentation the next day. * Co-ordinate with Teacher-Librarian to accumulate resources and proper websites for students prior to the students researching their topics during the research period. * Teacher must also create some kind of Cold War timeline for display on the board or wall of the classroom. It should be split up into intervals for every five years or so and ideally span from 1940-1990. * The timeline must be somewhat large as each student will be required to place a picture of their respective event in its proper place along the timeline. If space does not permit, use sticky notes instead. The timeline must also be visible for the remainder of the unit so as to display the chronology of major events for students to reference throughout the unit. |
| Teaching and Learning Strategies  es |
| 1. Teacher Introduces the Concept of ‘Cold War’ and does a mind map activity on the blackboard or smart board. Ask students what comes to mind when they think of a ‘Cold War’ and write student responses on the board. Debrief by introducing the Cold War as an ideological battle between Communism and Democracy/Capitalism. Do not go in depth at this point. 2. Teacher distributes Appendix 1.1, with the letters K-W-L going left to right. ‘K’ represents Know, ‘W’ represents Want to Know and ‘L’ represents Learned. This activity is to assess students’ prior knowledge of the Cold War as well as to assess what they would like to learn during the unit. 3. Teacher gives students a couple of minutes to fill out the K column and then asks for responses from the class about what they already know about the Cold War, writing responses either on blackboard, SMARTBoard, or a piece of chart paper. 4. Teacher then gives students a couple of minutes to fill out the W column and asks for responses from the class about what they would like to know about the Cold War, again writing responses either on blackboard, SMARTBoard, or a piece of chart paper. The L part is left blank for the time being, with students being informed they will fill that part out at the end of the activity. 5. Dice are then distributed among the students with topics for research on each side (Appendix 1.2). Students roll the dice to determine which event they will research and present to the class. This should take no more than two minutes and students cannot double up on any one topic. Distribute student handout (Appendix 1.3) as a guide for student research and presentation. Take up any questions students may have concerning the handout and what they are expected to do. (Note: If student event spans more than one date or year, they will be required to provide that information on the timeline) 6. Students will then proceed to the computer lab/library to research their topics (the prior steps can also be completed in the library) for the remainder of the period to research their topics. Assist the students with their research and field any questions they may have regarding their topics or the context which they occurred in. Also notify students that they must find a photograph or visual representation of their topic for use on the timeline. Circulate the room to ensure students are on task. 7. Students will present the findings on their respective events to the class in no more than one or two minutes. No extra work beyond the worksheet is required for the presentation, and students should reference it for the necessary information throughout. After each presentation the student will then place a photograph of their event along with the date it occurred and where it occurred on a sticky note and place it along the timeline created in the classroom. Use assessment forms/ Rating scales (Appendix 1.4) to assess student learning and presentations. 8. Return to the KWL assignment and ask students to fill in the ‘L’ column on their sheet of paper, repeat step 1 and ask students what they have learned from the presentations, filling it in on the chart paper as appropriate. If time permits, also ask students if the presentations have changed what they want to learn about the Cold War, perhaps filling in the ‘W’ column further with some of the responses. 9. Introduce Unit and Critical Question (To what extent did media influence perspective during the Cold War?) to Students once all of the presentations are complete. Breakdown the definition of key terms (media, perspective) and brainstorm criteria to determine whether something has influence. Explain that throughout the unit we will be looking at the Cold war largely through the lens of media. Also distribute the Culminating Activity (Appendix C.1, C.2 and C.3) to Students at the end of class. Go over the assignment with students and thoroughly go over the expectations, due date and expected timeline. Tender any questions in the time remaining. |
| Assessment and Evaluation |
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| Accommodations |
| * Teacher and Teacher/Librarian can suggest resources to accommodate students and guide them towards good information in their research. Students may also require assistance and guidance when faced with the ‘Why?’ question on their worksheet. Historical Context may need to be provided or clarified in some cases. * Literacy support and help with terms may need to be provided for some students when researching. Student friendly resources should be sought. |
| Resources |
| None required. Students are to direct their learning and evaluate the sources they use. Suggested Resources may be used for students in accordance with Teacher/Librarian. Resources will ultimately be determined on what is available in the school library, and the level of internet connectivity available. |
| Appendices |
| Appendix 1 – Cold War KWL  Appendix 1.2 – Topics for Dice  Appendix 1.3 – Event Research Organizer  Appendix 1.4 – Teacher Checklist |