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| Activity 1: United States During the Cold War: Cold War Politics |
| **Time Needed:** 113 Minutes  **Written By:** Kimberly Shopiro  **Teaching Strategy:** Infusing Current Events |
| Description |
| This activity introduces students to the American perspective and several key events during the Cold War. To begin this activity, the teacher can ask students to fill out a “Round Robin” for the question: “Why was this war deemed the ‘Cold’ war?”. After students take turns filling in their answers, the teacher can begin discussing with the class the difference between “cold war” and “hot war”. In the next segment of the activity, the students will gain an understanding of key events and policies during the Cold War through a jigsaw activity. Finally, students will have the opportunity to examine the speeches of different American presidents during the Cold War and compare and compare and contrast those speeches to a more current event and presidential speech, for example, George W. Bush’s speech announcing the War on Terror. To conclude the activity, the teacher will show a short media piece on The Cuban Missile Crisis and The Bay of Pigs, after which the students will write a letter to a Newspaper Editor, describing their feelings towards the event as a contemporary American citizen. This assessment will help students to practice necessary skills that they will be using for the culminating activity of the unit such as perspective, media literacy, critical thinking and application, and an understanding of the political and social conflict arising from the Cold War. |
| Strands and Expectations |
| **Strands**  Communities: Local, National and Global  Citizenship and Heritage  Methods of Historical Inquiry  **Overall Expectations**  **COV.03** - evaluate the key factors that have led to conflict and war or to cooperation and peace.  **CHV.01 –** demonstrate an understanding of key Western beliefs, philosophies and ideologies that have shapes the West and the rest of the World since the sixteenth century  **HIV.02** - critically analyze historical evidence, events, and interpretations  **HIV.04** - demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.  **Specific Expectations**  **CO3.01** – demonstrate an understanding of the key factors that have led to conflict and war  **CO3.04** – assess the reasons for the failure or success of various approaches to maintaining international order  **CHI.02** – assess the impact of modern Western thought on economic, social and political developments in the West  **HI2.01** – demonstrate an ability to distinguish bias, prejudice, stereotyping or a lack of substantiation in statements, arguments and opinions  **HI3.03** – express opinions and conclusions clearly, articulately and in a manner that respects the opinions of others |
| Prior Knowledge |
| * From their previous unit on World War II, students will have a basic understanding of the relationship between the United States and Russia and knowledge about the conclusion of WWII * From the introductory activity for this unit, students will have gained a general understanding of the Cold War and its effects * Students will have been introduced to Media Literacy (specifically around the unit’s critical question) in the introductory activity for this unit in addition to other course work. * From the previous activity on Cold War Culture in the United States, students will have an in depth knowledge of the social atmosphere in the US during the Cold War |
| Planning Notes  es |
| * The teacher selects a textbook and/or other resources that summarize and demonstrate the keys events and policies in the United States during the Cold War. * The teacher prepares several pieces of paper, each depicting a picture encapsulating a Cold War event and the name of that event for the Cold War Scavenger Hunt * Teacher books time in the computer lab or library for jigsaw activity * Teacher books TV or computer to show video of his/her chosen presidential speeches. Alternatively the teacher could choose to provide students with a written copy of the speeches. * Teacher finds a current newspaper/magazine article or news segment related to recent presidential war speeches * Teacher can find a real media piece covering the Cuban Missile Crisis, as shown in the appendix, OR simply summarize the event for students. |
| Teaching and Learning Strategies  es |
| 1. To begin the activity and encourage students to consider the politics and policies behind the Cold War, students will engage in a Round Robin (Appendix 3.1) to answer the question: “Why is this war deemed the ‘Cold War’?” at their table groupings or in small groups of 4-6 students. After students have quietly written their answers and completed the Round Robin the teacher may ask the students to compare the different answers written on their sheet to see if there are any common ideas that can be shared with the class. This can launch the class discussion into the difference between “cold war” and “hot war”. The teacher can explain to students that during the Cold War Americans and Soviets did not engage in direct warfare with each other, rather they confronted each other through rivalry, threats, and wars involving third parties, many which will be studied throughout this activity and the rest of the unit. 2. In order to gain a general understanding of the many events that Americans were involved in during the Cold War, the teacher will lead students in a “Cold War Jigsaw”. 3. The teacher will give small groups of students the name of an important Cold War event, written on a picture that encapsulates that event.   Suggested events could include: The Marshall Plan, NATO, The Berlin Blockade, the war in Vietnam, the war in Afghanistan, the Sputnik, Reagan’s Starwars, Apollo mission, SALT I Treaty, etc. (See Appendix 3.2 for example).   1. In the computer lab or using the textbook, the groups of students must create a brief description of their event, answering the questions: When did this happen? What happened? And Why did this happen/ what caused this to happen? These students are considered the “experts” on this event. (See Appendix 3.3) 2. When the students reunite in the classroom, the teacher can conduct a “jigsaw activity” wherein each “expert” group disperses and joins with a “base group”, comprised of one member from each of the other groups. In this way, all of the students can gain a general understanding of all of the events. During this activity, all students should be filling the information on the various events into a graphic organizer (Appendix 3.4) 3. After the jigsaw activity, the teacher can place signs containing American Cold War policies (suggested: policy of containment, policy of deterrence, and détente) at the front of the room. As the teacher puts up these signs, he/she can explain what each of the policies means/entails to the class. The teacher can then read out each of the events, one at a time, and ask the “expert group” for that event to judge which policy this event would fall under (See Appendix 3.5 for example) 4. Following all of the presentations, students will hand in their graphic organizers to the teachers for a participation checkmark. 5. In the next segment of the activity, students will be presented with video clips of American presidential speeches from during the Cold War. Students can be told that these speeches received a lot of media coverage, and keeping the critical question for the unit in mind, they should be prepared to consider how these speeches were designed to be received by the target audience, etc. Suggested presidential speeches might include Truman, Reagan, JFK, Nixon, etc. (see Suggested Resources). After showing the Cold War presidential speeches, the teacher may also take the opportunity to show a more recent presidential speech on a current event, for example, George W. Bush’s speech declaring War Against Terrorism (See Suggested Resources). The teacher can lead a class discussion about the similarities and differences of these speeches, as well as the effectiveness of each. The teacher should be sure to utilize Bloom’s Taxonomy and encourage critical thinking by beginning with knowledge and comprehension questions and working up to synthesis and evaluation questions. 6. To conclude this activity, students will have the opportunity to write a letter to a newspaper editor, voicing their opinion as an American citizen living through the Cold War about the Cuban Missile Crisis and the Bay of Pigs. The teacher can show students a real newspaper article or TV coverage of this very crucial event that students will pretend to be responding to. Students will be provided with a checklist of items to be sure to include within their letter to the editor as well as the rubric that will be used to assess their work (Appendix 3.6). Students should be given some class time to complete this assignment to allow them to ask questions, and can finish it for homework. The assignment will be handed in to the teacher and assessed with a rubric (Appendix 3.7). If students wish to have their letters to the editor “published” they can volunteer to read their letter to the class before handing it in. |
| Assessment and Evaluation |
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| Accommodations |
| - This lesson was designed to incorporate visual, aural, oral and written elements to engage and accommodate different learning styles and needs, including multiple intelligences, IEPs and ELLs.  - For ELL students the teacher may opt to provide a written list of jargon or vocabulary that will be used during this activity  - Students who are not comfortable with spoken English or with speaking in front of the class will be displaying their understanding in smaller groups (rather than in front of the whole class) and using their written aids during the Jigsaw assignment  - ELL students should have the option to research their portion of the Jigsaw activity in their own language and translate it as well as the option to write their Letter to the Editor in their own language and translate it.  - This lesson incorporates current events to engage students, show the applicability of history to the modern world and to demonstrate the influence of history on current society |
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| Resources  **Electronic Resources**  **Student**  [www.encyclopedia.com](http://www.encyclopedia.com)  The teacher may choose to give this website to students to aid them in finding information about American Cold War events for the jigsaw activity.  **Teacher**  <http://www.youtube.com/watch?v=ShiHS3ZtGRw&feature=related>  <http://www.youtube.com/watch?v=ZCQ-WJXP9qA>  These two youtube news clips on the Cuban Missile Crisis serve as examples of the primary sources that the teacher may choose to show the class before the begin writing their letter to the editor on the Cuban Missile Crisis and the Bay of Pigs.  <http://www.youtube.com/watch?v=P7YkJxQT_0Y>    This youtube clip serves as an example of a presidential speech during the Cold War that the teacher may choose to present to students: President Kennedy’s speech in response to the Cuban Missile Crisis.  <http://www.youtube.com/watch?v=MsoR1XHy02s&feature=related>  This clip serves as an example of a current presidential speech on a current event: George W. Bush’s September 11th speech in response to the 9/11 terrorist attacks.  **Print Resources**  Quinlan, Don et al. Twentieth Century Viewpoints: An Interpretive History of the 21st Century. Don Mills: Oxford Canada*,* 2003. |
| Appendices |
| Appendix 3.1 – Round Robin Template  Appendix 3.2 – Example of Event Handout  Appendix 3.3 – When? What? Why? Graphic Organizer  Appendix 3.4 – Cold War Events Graphic Organizer Template  Appendix 3.5 – Example of Policy Poster: Policy of Containment  Appendix 3.6 – Checklist for Letter to the Editor  Appendix 3.7 – Teacher’s Rubric for Letter to the Editor |