Appendix 3.1 – Round Robin Template

**Round Robin Template**

|  |
| --- |
| Question: Why was this war deemed the “Cold War”?  1.  2.  3.  4.  5.  6. |

Appendix 3. 2 – Example of Event Handout

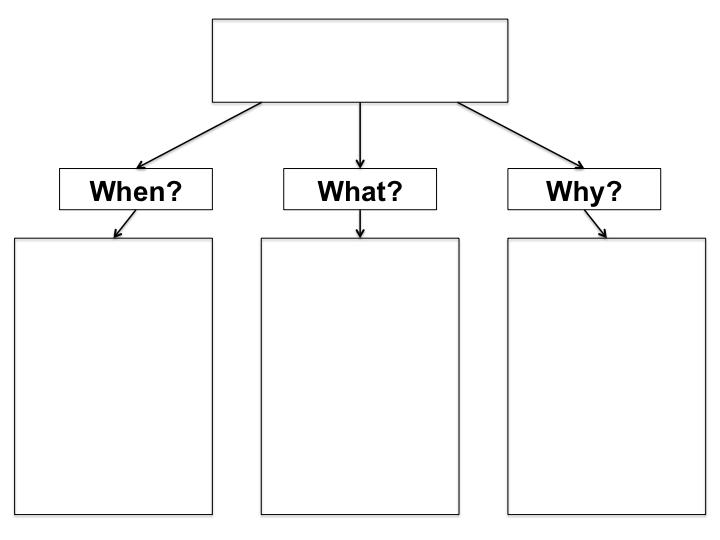
**Example of Event Handout**



**THE BERLIN BLOCKADE**

Appendix 3.3 – When? What? Why? Graphic Organizer

**When? What? Why? Graphic Organizer**



Appendix 3.4 – Cold War Events Graphic Organizer Template

**Cold War Events Graphic Organizer Template**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| The Cold War: American Events  Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  |  |  |  | | --- | --- | --- | --- | | Event: | When? | What? | What? | | 1. |  |  |  | | 2. |  |  |  | | 3. |  |  |  | | 4. |  |  |  | | 5. |  |  |  | | 6. |  |  |  | | 7. |  |  |  | | 8. |  |  |  | | 9. |  |  |  | |

1. Is the poster effective at relaying its message?

Appendix 3.5 – Example of Policy Poster: Policy of Containment

**Example of Policy Poster: Policy of Containment**

|  |
| --- |
| Policy of Containment    *A defensive strategy to prevent the expansion of Communism to neighbouring countries* |

Appendix 3.6 – Checklist for Letter to the Editor

pendix 6 – Canada during the Cold War – Graphic Organizer

**Checklist for Letter to the Editor**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Letter to the Editor Checklist  Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Remember to include….   |  |  | | --- | --- | | Name of writer (you name)… |  | | The name of the Newspaper/Magazine/News Broadcast/etc…. |  | | The name/title of who you are writing to (the editor of \_\_\_\_\_\_\_\_\_, the author of \_\_\_\_\_\_\_\_, fellow Americans/readers, etc.) |  | | Your reaction to the Cuban Missile Crisis (outrage, embarrassment, fear, etc.)… |  | | Why you have this reaction to the Cuban Missile Crisis… |  | | How you’ve seen others in society react to the Cuban Missile Crisis… |  | | What you think should be done to remedy the situation… |  | | Your signature and sign-off phrase… |  | |

Appendix 3.7 – Teacher’s Rubric for Letter to the Editor

**Teacher’s Rubric for Letter to the Editor**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Level Four** | **Level Three** | **Level Two** | **Level One** |
| **Knowledge/ Understanding** |  |  |  |  |
| - Student demonstrates an understanding of the social and political climate in the USA during the Cold War | - Student demonstrates an excellent understanding of the social and political climate in the USA during the Cold War | - Student demonstrates a good understanding of the social and political climate in the USA during the Cold War | - Student shows a moderate understanding of the social and political climate in the USA during the Cold War | - Student demonstrates minimal or no understanding of the social and political climate in the USA during the Cold War |
| - Student demonstrates understanding of the conflict stemming from the Cold War | - Student demonstrates excellent understanding of the conflict stemming from the Cold War | - Student demonstrates a good understanding of the conflict stemming from the Cold War | - Student demonstrates a moderate understanding of the conflict stemming from the Cold War | - Student demonstrates minimal or no understanding of the conflict stemming from the Cold War |
| - Student demonstrates knowledge of the Cuban Missile Crisis and the Bay of Pigs | - Student demonstrates excellent knowledge of the Cuban Missile Crisis and the Bay of Pigs | - Student demonstrates a good level of knowledge of the Cuban Missile Crisis and the Bay of Pigs | - Student demonstrates some knowledge of the Cuban Missile Crisis and the Bay of Pigs | - Student demonstrates little or no knowledge of the Cuban Missile Crisis and the Bay of Pigs |
| **Communication** |  |  |  |  |
| - Student clearly and effectively communicates their ideas and information | - Student very clearly communicates their ideas and information, with great effectiveness | - Student clearly communicates their ideas and information, with considerable effectiveness | - Student somewhat clearly communicates their ideas and information, with some effectiveness | - Student does not very clearly communicate their ideas and information, with limited effectiveness |
| - Student writes from the perspective of an American citizen living during the Cold War | - Student realistically writes from the perspective of a contemporary American citizen with great effectiveness | - Student realistically writes from the perspective of a contemporary American citizen with good effectiveness | - Student realistically writes from the perspective of a contemporary American citizen with some effectiveness | - Student realistically writes from the perspective of a contemporary American citizen with limited effectiveness |
| **Application** |  |  |  |  |
| - Student works independently and manages time efficiently | - Student demonstrates an excellent ability to work independently and manage time efficiently | - Student demonstrates a good ability to work independently and manage time efficiently | - Student demonstrates some ability to work independently and manage time efficiently | - Student demonstrates little ability to work independently and manage time efficiently |
| - Student demonstrates the consequences of the Cold War on the lives of American citizens | - Student very successfully demonstrates the consequences of the Cold War on the lives of American citizens | - Student successfully demonstrates the consequences of the Cold War on the lives of American citizens | - Student somewhat successfully demonstrates the consequences of the Cold War on the lives of American citizens | - Student demonstrates the consequences of the Cold War on the lives of Americans citizens with limited success |
| **Thinking/ Inquiry** |  |  |  |  |
| - Student demonstrates creativity and historical imagination by creating realistic and well reasoned response to the event from an American citizen | - Student demonstrates a outstanding level of creativity and historical imagination by creating a very realistic and very excellently reasoned response to the event from an American citizen | - Student demonstrates a good level creativity and historical imagination by creating a realistic and well reasoned response to the event from an American citizen | - Student demonstrates a moderate level of creativity and historical imagination by creating a somewhat realistic and somewhat well-reasoned response | - Student demonstrates a low level of creativity and historical imagination in their creation of a realistic response to the event from an American citizen |