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| UNIT EXPECTATIONS AND ACTIVITY SEQUENCE | | | | |
| ACTIVITY  (TIME) | **ACTIVITY DESCRIPTION** | **CODES** | **DESCRIPTION** | **EIF** |
| Culminating Activity | In this Culminating Activity, students will create the text for a website. This website is comprised of analyses about primary sources / Media Pieces from the Cold War. Students will each write two Analyses to be posted on a website. | COV.03 | evaluate the key factors that have led to conflict and war or to cooperation and peace. | E |
| HIV.02 | critically analyze historical evidence, events, and interpretations; | E |
| HIV.03 | draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations | E |
| HIV.04 | demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study. | E |
| SEV.03 | describe key developments and innovations in political organization in the West and the rest of the world since the sixteenth century | E |
| CHV.01 | demonstrate an understanding of key Western beliefs, philosophies, and ideologies that have shaped the West and the rest of the world since the sixteenth century; | E |
| 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; | E |
| CHV.03 | analyze different forms of artistic expression and how they reflect their particular historical period | E |
| Introduction to the Cold War: What is a Cold War? | 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. | COV.03 | evaluate the key factors that have led to conflict and war or to cooperation and peace. | E |
| SEV.03 | describe key developments and innovations in political organization in the West and the rest of the world since the sixteenth century | E |
| HIV.03 | communicate opinions and ideas based on effective research clearly and concisely | E |
| 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. | E |
| 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 | I |
| CC1.04 | evaluate key elements and characteristics of the process of historical change | I |
| HI2.04 | draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations | E |
| CO3.01 | demonstrate an understanding of the key factors that have led to conflict and war | E |
| CC3.02 | explain how viewing events in chronological order and within a specific periodization provides a basis for historical understanding | I |
| CH2.04 | describe key conflicts and controversies that arose as a result of resistance to the assertive spread of modern Western ideas | F |
| HI3.01 | communicate effectively, using a variety of styles and forms | E |
| United States During the Cold War: Cold War Culture | This activity introduces students to the “culture of fear” within the United States during The Cold War. Students will review the concepts of Communism and Democracy, followed by an examination of a variety of Cold War media pieces. Finally, students will be introduced to the concept of McCarthyism and the “Hollywood Blacklist” and will examine a current events piece on “New McCarthyism”. Students will write a Culture Piece on an imagined hearing and the resulting hysteria. | COV.03 | evaluate the key factors that have led to conflict and war or to cooperation and peace | E |
| CHV. 03 | analyze difference forms of artistic expression and how they reflect their particular historical period | E |
| HIV.02 | critically analyze historical evidence, events and interpretations | E |
| HIV.04 | demonstrate an ability to think creatively, manage time efficiently and work effectively in independent and collaborative study | E |
| C03.01 | demonstrate an understanding of the key factors that have led to conflict and war | I |
| C03.02 | demonstrate an understanding of the consequences of war | F |
| CH3.04 | assess the extent to which art reinforces and/or challenges prevailing social and political values | I |
| HI2.01 | demonstrate an ability to distinguish boas, prejudice, stereotyping or a lack of substantiation in statements and opinions | E |
| HI4.04 | demonstrate an ability to work independently and collaboratively and to seek and respect the opinion of others. | E |
| United States during the Cold War: Politics and Policies | This activity introduces to the American perspective and several key events during the Cold War. Students will begin with the concept of “Cold War”, followed by a jigsaw activity which will help them to gain a general understanding of several of the events that America was involved in during the Cold War. Lastly, students will have the opportunity to compare presidential speeches from the Cold War to recent presidential speeches on current events. They students will create a letter to a newspaper editor, from the perspective of a Cold War American citizen who has just head news of the Cuban Missile Crisis. | C0V.03 | evaluate the key factors that have led to conflict and war or to cooperation and peace. | E |
| CHV.01 | demonstrate an understanding of key Western beliefs, philosophies and ideologies that have shaped the West and the rest of the world since the 16th century | I |
| HIV.02 | critically analyze historical evidence, events and interpretations | E |
| HIV.04 | demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study. | E |
| C03.01 | demonstrate an understanding of the key factors that have led to conflict and war | I |
| C03.04 | assess the reasons for the failure or success of various approaches to maintaining international order | F |
| CHI.02 | assess the impact of modern Western thought on economic, social and political developments in the West | I |
| HI2.01 | demonstrate an ability to distinguish bias, prejudice, stereotyping or a lack of substantiation in statements, arguments and opinions | E |
| HI3.03 | express opinions and conclusions clearly, articulately and in a manner that respects the opinions of others | I |
| The Soviet Union during the Cold War: Cold War Propaganda | This activities main focus in on propaganda media in the Soviet Union. Students will be guided through a creative and critical way of understanding the Soviet Union’s participation in the Cold War. Through the perspective of primary sources of propaganda materials, (video, images and music, students will be critically interpreting the ideas and translating their interpretations into artistic and written expression. This unit will focus on seamless Differentiated Instruction through the implementing of various approaches to learning the same information. | HIV.02 | critically analyze historical evidence, events, and interpretations; | E |
| HIV.03 | communicate opinions and ideas based on effective research clearly and concisely; | E |
| HIV.04 | demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study; | E |
| HI2.01 | demonstrate an ability to distinguish bias, prejudice, stereotyping, or lack of substantiation in statements, arguments, and opinions; | I |
| HI2.04 | draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations; | I |
| HI3.01 | demonstrate an ability to think creatively in reaching conclusions about both assigned questions and issues and those conceived independently; | I |
| HI4.03 | demonstrate an ability to work independently and collaboratively and to seek and respect the opinions of others. | I |
| CHV.01 | demonstrate an understanding of key Western beliefs, philosophies, and ideologies that have shaped the West and the rest of the world since the sixteenth century | E |
| CH1.02 | describe the impact of modern Western thought on the non-Western world | E |
| Activity 5  Latin America During the Cold War: Revolution in America’s Backyard | This Activity introduces students to the key figures and events in Latin America during the Cold War. With a focus on media and revolution, this Activity encourages students to think about the use of Media in motivating people to action.  Highlights include an Analysis of Revolutionary Media and creating a Radio Broadcast. | COV.02 | demonstrate an understanding of the nature of the interaction among diverse peoples since the sixteenth century; | I |
| COV.03 | evaluate the key factors that have led to conflict and war or to cooperation and peace. | E |
| CCV.01 | demonstrate an understanding of how the historical concept of change is used to analyze developments in the West and throughout the world since the sixteenth century; | I |
| HIV.02 | critically analyse historical evidence, events, and interpretations | E |
| C02.03 | demonstrate an understanding of the concepts and processes associated with imperialism and of its role in shaping present world relations | I |
| CC3.01 | demonstrate an understanding of the key factors that have led to conflict and war | I |
| HI2.04 | draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations | E |
| CC1.03 | assess the influence of key individuals and groups who helped shape Western attitudes to change | F |
| Asia during the Cold War: Containment: Liberation or Imperialism? | In this activity, students will be introduced to the Western theory of ‘containment’ and the wars that plagued Asia during the Cold War as a result. The wars in Korea and Vietnam will be examined, compared and contrasted by students. The students will also look at propaganda, while being introduced to the perspectives of each side involved in each conflict. This activity will culminate in a class debate focused on the perspectives and goals of each party involved in both the wars in Vietnam and Korea. | COV.03 | evaluate the key factors that have led to conflict and war or to cooperation and peace. | E |
| SEV.03 | describe key developments and innovations in political organization in the West and the rest of the world since the sixteenth century | E |
| HIV.02 · | critically analyze historical evidence, events, and interpretations | E |
| CO3.01 | demonstrate an understanding of the key factors that have led to conflict and war | I |
| CO3.02 | demonstrate an understanding of the consequences of war | F |
| CO2.03 | demonstrate an understanding of the concepts and processes associated with imperialism and of its role in shaping present world relations | I |
| SE3.03 | compare the various political opinions that are understood to constitute the “political spectrum”, taking into account the ideological positions and political methods associated with them. | E |
| HI2.03 | identify and describe relationships and connections in the data studied | I |
| Canada during the Cold War: North of the Border | Students will use a variety of cooperative learning strategies to uncover information about Canada’s involvement in the Cold War and the effects events/concepts had on Canada as a whole. They will use graphic organizers, visuals, and specific readings to discover how different events during the Cold War fostered paranoia and fear of communism and nuclear warfare within Canada. The majority of this activity will involve students working in groups to investigate specific historical events or concepts. Students will be responsible for gathering facts about the event, presenting their findings to the class, and ultimately evaluating the historical significance in relation to Canada as a whole. This activity includes a media focus which connects directly to the culminating activity. | COV.03 | evaluate the key factors that have led to conflict and war or to cooperation and peace. | E |
| 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. | E |
| HIV.02 | critically analyze historical evidence, events, and interpretations; | E |
| HIV.03 | communicate opinions and ideas based on effective research clearly and concisely | I |
| CO3.01 | demonstrate an understanding of the key factors that have led to conflict war. | I |
| CO3.03 | describe the key factors that have motivated people to seek peace and to cooperate with others. | F |
| CC3.02 | explain how viewing events in chronological order and within a specific per iodization provides a basis for historical understanding | F |
| CC3.03 | explain how and why an understanding of cause-and-effect relationships is an essential tool for historical analysis. | I |
| HI2.03 | identify and describe relationships and connections in the data studied. | F |
| HI2.04 | draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations. | F |
| HI4.01 | demonstrate an ability to think creatively in reaching conclusions about both assigned questions and issues and those conceived independently. | I |