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| Culminating Activity: Cold War Student Website |
| **Time Needed:** 150 Minutes In Class; Students’ own time outside of Class |
| Critical Question |
| To what extent did media influence perspective during the Cold War? |
| Description |
| In this Culminating Activity, the class will collectively create a website for future high school students studying the Cold War. Individual students will be required to create content for the website. Each student will write an essay in response to the Critical Question – “To what extent did media influence perspective during the Cold War?” This essay should have a clear thesis demonstrating that students have made an informed response to the question.  Students will provide supporting evidence for their stance on the critical question in the form of media texts. Throughout the unit students will practice analyzing media texts as primary sources. Students will select 3 Media Texts from the Cold War (at least one which was NOT studied in class) to support their argument. Additional texts are provided, or students can choose an appropriate text with approval. Within the body of the essay students will analyze the chosen media texts, provide historical background for the texts and also discuss how they support their answer to the critical question. Students must submit electronic copies of any texts they discuss which were not studied in class.  All components of the culminating activity (essay and texts) will be submitted electronically. The teacher then is encouraged to compile this information into a website. This website is intended for future students who may choose to study the Cold War. This relates both to the themes of Media Literacy and Web Research present throughout this unit. Students should consider that their audience may have limited knowledge of the Cold War and therefore it is essential that they provide background information on the texts they analyze. With this assignment in mind, students should be observing the websites they access throughout the unit and consider what they found helpful while doing research. |
| Expectations |
| **Overall / Enduring Expectations**  **COV.03** · evaluate the key factors that have led to conflict and war or to cooperation and peace.  **HIV.02** · critically analyze historical evidence, events, and interpretations;  **HIV.03 ·** communicate opinions and ideas based on effective research clearly and concisely;  **HIV.04** · demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.  **SEV.03** · describe key developments and innovations in political organization in the West and the rest of the world since the sixteenth century  **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;  **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;  **CHV.03** - analyze different forms of artistic expression and how they reflect their particular historical period |
| Major Details |
| Students will apply the analysis, historical imagination, and critical thinking skills they have developed throughout the unit. In addition to demonstrating these skills, students must also show their knowledge and understanding of the Cold War Time Period.  **Beginning of the Unit**  Students will receive “Cold War Website Directions” (Appendix C.1), the “Planning for Your Cold War Website Graphic Organizer” (Appendix C.2), “Optional Cold War Primary Source Booklet” (Appendix C.3) and the Rubric (C.4) in the Introductory Activity. The teacher should go through this support material carefully with the students, ensuring that they understand the task that is ahead of them.  Students will be required to submit an essay and a series of supporting media texts (visuals, posters, cartoons, speeches, songs, etc) to be posted on a website. Inform students that they will need to come up with an informed response to the critical question and that they should be thinking about this throughout the unit. Tell students that they will need to support their answer with evidence in the form of media texts. They should be considering the texts we discuss in class and consider which would be good for supporting their answer to the critical question. Remind students that the audience for this assignment is other high school students who are studying the Cold War and that their content should be geared towards said audience.  Remind students that there is no “correct” answer to the critical question. Rather, the important thing is how they support their answer. In keeping with the breadth of information on the internet, this website is intended to have somewhat conflicting opinions.  **Throughout the Unit**  Students will have practice analyzing various primary sources and relate them to their historical context. Students are welcome to prepare for this assignment at any point that they wish. Students should be considering possible texts to include in their own website content. They should also be looking for a text that is NOT included in the unit content (for students who are stuck, additional sources are available in Appendix C.3).  Students will also be led through a series of activities that focus on web research. They will do an Evaluation of Websites and consider the source and effectiveness of various websites. Throughout this process they should consider which websites they found helpful and why. This will help in planning the content for their own website.  Midway through the Unit (at the end of the Latin America During the Cold War Unit), students will be given in class work time to plan for this assignment.  **At the End of the Unit**  In the final two classes of the unit, students will be given time to type up their final drafts of the Website Content. They will post their assignment on the Class Wiki by the end of the second class period. The teacher will eventually post all of the assignments on a communal website. Students are welcome to bring in any notes and supporting materials that they wish. |
| Planning Notes  es |
| * Teacher should book computer lab for the final two classes. * Teacher should photocopy and compile all support materials for students (Appendices C.1, C.2, C.3 and C.4). * After the culminating activities have been submitted, teacher will post online. |
| Appendices  es |
| Appendix C.1 – Cold War Website Instructions  Appendix C.2 – Planning for your Cold War Website  Appendix C.3 – Cold War Primary Source Booklet  Appendix C.4 –Rubric |