

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson Title** | The Cold War Begins | **Teacher** | K. Engelbrecht |
| **Grade Level** | 5th | **Duration of Lesson** | 4 class periods |

|  |  |
| --- | --- |
| **Lesson Topic** | Causes of the Cold War following the first few years after World War II. |
| **SC Standards and Indicators** | **Standard 5-5: The student will demonstrate an understanding of the social, economic, and political events that influenced the United States during the Cold War.**  5-5.1 Explain the causes and the course of the Cold War between the Union of Soviet Socialist Republics (USSR) and the United States, including McCarthyism, the spread of communism, the Korean Conflict, Sputnik, the Berlin Wall, the Cuban Missile Crisis, and the Vietnam War |
| **Common Core Strategy(ies) addressed** | Writing 1 – Write an opinion pieces on topics or texts, supporting a point of view with reasons and information.   1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. 2. Provide logically ordered reasons that are supported by facts and details. 3. Link opinions and reasons using words, phrases, and clauses. 4. Provide a concluding statement or section related to the opinion presented. |
| **Academic Vocabulary** | Communism  containment  Truman Doctrine  Marshall Plan  NATO  Cold War  alliance |
| **Lesson Materials** | Chart paper, basic reference books or access to internet, markers, Smartboard lesson (easily duplicated through some other presentation media), index cards, teacher printed attachments 1 – 9. |
| **Content Narrative**  **(**What is the background information that needs to be taught to understand the context of the lesson? Be sure to include necessary citations) | Even before WWII, there was a level of distrust between the United States and The Soviet Union. The US was suspicious of Soviet ideology and leadership. WWII brought about an alliance between the Soviet Union and the US against Axis powers led by Nazi Germany. At the end of WWII, the former war time allies found themselves again at odds. The US and Soviet Union had emerged from WWII as super powers. Now these political and ideological competitors, and potential enemies, would enter into nearly forty-five year battle over power, territory, and world alliances. This struggle would come to be called The Cold War. Both nations feared the power and disliked the ideology of the other. Both nations sought to extend their own basis of power, spears of influence, and security through alliances and control over the affairs of other, less powerful, nations. The United States sought to protect and extend democracy wherever it could. The Soviet Union promoted Communism and established satellite states which would answer to the Soviet government. Although hostility levels between the two nations were high, the conflict never resulted in a direct armed conflict between the two nations, hence the term “Cold” War. It is reasonable that in the age of the atom bomb and later nuclear weapons, both nations’ leaders recognized that the use of such powerful weapons would result in their own mutual destruction.  Sources: The Cold War <http://www.coldwar.org/articles>,  Hakim, Joy. All the People Since 1945, Oxford University  Press, 2010  Sammis, Kathy. Focus on U.S. History: The Era of World  War II Through Contemporary Times., Walch  Publishing, 2000.  How Stuff Works <http://people.howstuffworks.com/communism1.htm> |
|  |  |

**Lesson Set**

|  |  |
| --- | --- |
| **Content Objective(s)** | The students will identify cause and effect relationships between key historical events that marked the beginning of the Cold War.  The students will compare and contrast the positions of the United States and its allies with those of the Soviet Union |
| **Literacy Objective(s)** | Point of view, bias, sequence, cause and effect |
| **Lesson Importance** | This lesson helps students understand why relations between the United States and Soviet Union after WWII resulted in a Cold War. |
| **Connections to prior and future learning** | Students can see how past WWI relations between the Soviet Union and the United States, the goal of proponents of Communism to spread their doctrine and system world-wide, and the Soviet Union’s fear of invasion by Germany has led to the Cold War in post WWII global politics. Students will use knowledge gained in this set of lessons to build understanding for the Space Race and Arms Race and the United States’ current relationship and spheres of influence with nations of the world which will be continued in future lessons. |
| **Anticipatory Set/ Hook (Engage)** | DAY ONE: Place students in pairs, then number pairs to be either odd or even. Odd pairs will create a circle thinking map (attachment 1) for the United States and democracy at the end of WWII and the even pairs will create a circle thinking map (attachment 2) for The Union of Soviet Socialist Republics (USSR or Soviet Union) at the end of WWII. Students will rely on information previously learned and may consult resources within the classroom, including their textbook, trade books, and pre-selected web sites saved to favorites – How Stuff Works and The Cold War (see above IP addresses). Pairs will then merge into larger groups and create one large circle thinking map for each topic. These thinking maps will be posted as anchor charts throughout our unit of study. From these larger maps the teacher will lead a class discussion and the creation of T-chart (attachment 3) to highlight major differences and potential sources of conflict between the United States and the Soviet Union. This will also serve as a classroom anchor chart. All three charts can be as class reference and added to throughout the unit. |

**Skill Development**

**Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.**

**The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.**

|  |  |
| --- | --- |
| **Introduce content components** | What needed to happen at the end of WWII? Class discussion should the repair of Europe and Asia and plans for a lasting peace. What could / would be some impediments? |
| **“I do”**  **Skill from objective**  introduce/explain/model | DAY TWO: Remind students that USSR has had a past history of being invaded by Germany and that a key element of communist doctrine is that communism should eventually be worldwide. The US, on the other hand wants strongly to stop (containment) communism and encourage democracy in other nations. We feel that this is in our own best interest and will result in a strong peacetime nation. Walk students through Truman Doctrine, Marshall Plan, establishment of NATO, and the Berlin Airlift. Use Smart Board Slides (attachment 4 – Can be easily converted to Promethean or PowerPoint). Create vocabulary word, phrase, and picture cards for key vocabulary. (attachment 5) On the front of the card put the word and a definition. On the back put an illustration that portrays the word. Let students partner and guess the word based on the illustration. |

**Guided Practice**

**This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.**

|  |  |
| --- | --- |
| **“We do”**  **Activity Description**  Include student “explore” components and opportunities for them to explain their learning. | DAY THREE: Students will use approved web sites to answer questions about the beginning of the Cold War. (attachment 6) |
| **Checking for Understanding-“Informal” Assessment** | As a class we will discuss the answers student formulated and see if further clarification is needed. |

**Closure**

**Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and common core strategies.**

|  |  |
| --- | --- |
| **Content Solidified** | Teacher will present and lead student to re-state why the Cold War began and how key events in the years immediately following WWII fueled the beginning of the Cold War. |

**Independent Practice**

|  |  |
| --- | --- |
| **“You Do”** | DAY FOUR: Students will write an opinion piece predicting if the policy of “containment” should work with the Soviet Union. Students will draw on their notes and make use of the graphic organizer to provide them with facts / details to support their opinion.(attachment 7A and 7B printed front back for students) |

**Summative/ “Formal” Assessment**

|  |  |
| --- | --- |
| **Assessment** | Student writing will be scored with rubric (attachment 9, 2 pages). |

**Differentiation**

|  |  |
| --- | --- |
| **During Lesson** | Pairing of students, several web sites have read aloud capacity for our struggling readers, there is an extra web site for the Berlin Airlift for fast finishers, the writing rubric allows for above grade level performance |
| **Assessment** |  |

**Reflection**

|  |  |
| --- | --- |
| **Lesson Reflection**  (What went well in the lesson? What might you do differently the next time you teach it? Evaluate the success of the lesson) | I would incorporate more multi-media by adding video and streaming clips to my Smart Board lesson to make it more interesting. PBS has several excellent videos which I would add to my classroom library and use excerpts to highlight key points. |