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**School:** EDNA KARR

**Title of Lesson:** The Cold War

**Time:** Four 50 min. classes (200 min.)

**Do Nows:** Students will use the Cold War website (listed below) to identify PPE from the Cold War and construct one LEAP-like Q & A for each picture.

**Lesson Objective:** The students will analyze the causes, developments, and effects of the Cold War on both American society and the World from 1945 until 1960.

- Standard: Students develop a sense of historical perspective as they study the effects of the Cold War on their community, nation and the world.
- Benchmark: H-1B-H14 - Analyze the causes, developments, and effects of the Cold War.
- GLE: # 43 - Analyze the spread of Communism after W.W. II & its impact on U.S. foreign policy.
- GLE: # 44 - Analyze the conflicts that resulted from Cold War tensions (e.g., Korean War).
- GLE: # 45 – Describe the impact of the Cold War on American society and domestic policy (e.g., McCarthyism, Space Race).

**Anticipatory Set/Essential Question:**

- Was the Cold War inevitable?
- Was containment an effective policy to thwart communist expansion?
- Should the United States have feared internal communist subversion in the 1950s?
- Were the 1950s a time of great peace, progress, and prosperity for Americans?
- Should the United States have fought “limited wars” to contain communism? (Korean conflict)

**Materials Required:** <http://www.coldwar.org> textbook (Chp. 15 & 16), teacher PowerPoint and PDFs

**Instructional Strategies Used:** whole class, group work (pair/share), individual

**Guided Practice or Activity Period:** The lesson will begin with a whole class discussion about what the Cold War was and who were major participants in the Cold War. Next, a Cold War PDF will be used to show maps (locations) of major Cold War countries and pictures of Cold War leaders. Pair/Share groups will each research a certain section of Chapters 15 & 16 (which discuss the Cold War) and give answers to the entire class (as the class all had to answer questions from all sections). The daily Do Nows will allow students to see pictures from the Cold War Era and identify its “players”. The Cold War website will also allow students to explore some Cold war topics (e.g. McCarthyism) in more detail. Additionally, student created movies from last year will be viewed on various Cold War topics. Finally, student groups will complete the closure activity described below before taking the Cold War unit test.

**Assessment:**

- The Iron Curtain was a(n) (a) Russian government program (b) Russian tank (c) imaginary line separating Eastern and Western Europe (d) nuclear bomb developed by the Russians in 1949
- Sputnik was a Russian: (a) nuclear missile (b) tornado (c) spacecraft (d) tank used in WW II
- Discuss some potential problems with Communist China that the U.S. may face in the 21<sup>st</sup> century.
- La. State Rubric (4,3,2,1,0) will be used for performance assessment

**Closure Activity:** Each pair/share group must create a Cold War poster which explores various topical (spys, Korea, Red Scare, etc) themes from which to choose.