

**U.S History
9th Grade**

Big Question / Essential Question	Was the Cold War really about fighting the U.S.S.R?
Enduring Understandings / Big Ideas	<ul style="list-style-type: none"> ● Public opinions influence politics ● Being critical of one's country can be a form of patriotism ● Media has an impact on public perception ● Not all wars are "fought"
Standards	<p>Economics</p> <ul style="list-style-type: none"> ● SS.Econ4.a.h: evaluate how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) hel to form different types of economic systems, and analyze how they have been affected by specific political and social systems and important events. Analyze how the allocation of resources can impact the distribution of wealth and income equality/inequality <p>Geography</p> <ul style="list-style-type: none"> ● SS.GEOg5.a.h: analyze the intentional and unintentional spatial consequences of human actions on the environment at the local, state, tribal,, regional, country, and world levels. <p>History</p> <ul style="list-style-type: none"> ● SS.Hist1.a.h: evaluate multiple events form different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause. ● SS.Hist1.b.h evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long and short-term perspectives; evaluate how different groups and individuals contributed to the effect. <p>Political Science</p> <ul style="list-style-type: none"> ● SS.PS1.a.h: analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government ● SS.PS2.a.h: assess the impact of individuals, groups, and movements on the development of civil rights for different groups ● SS.PS2.c.h: evaluate different goals and methods of groups who have advocated for access to greater rights(e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ).

Staging the Question	<p>Time: one 60 minute lesson</p> <ul style="list-style-type: none"> ● Begin by asking students, “What do you know about Russia?” <ul style="list-style-type: none"> ○ Students should write down their answers on a piece of paper (can do this individually or in partners/small groups) ○ Encourage students to think of images, videos, etc. ● Students share their answers <ul style="list-style-type: none"> ○ Might be helpful to write down students’ answers on the board/somewhere they can reference ● Why are you asking this? <ul style="list-style-type: none"> ○ We are talking about Russia because we are going to bring our unit on the Cold War. ○ Show videos about nuclear warfare both the effects and how U.S. responded. <ul style="list-style-type: none"> ■ Explain how this created tensions between the U.S. and the U.S.S.R. ■ Real fears about nuclear attacks
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Unit Lessons	Supporting Question 1:	What is a “cold” war?	
	Featured Sources	Goals & Learning Activities	Formative Assessment/Task
	<p>Opinions of Russians in America at this time, look at propaganda. Anti-communism leads to HUAC.</p>	<p>Goals: -Students can see the power of ideologies when it comes to warfare</p> <p>Learning Activities:</p> <p>Opening: What are some ideas or concepts that define the United States? -students jot down ideas and we discuss as a class what they are....how well shared are they among all members of the U.S?</p> <p>Mini Lecture: Cold war was a war of ideologies and a fight to be a hegemonic power (be sure</p>	<p>Exit Slip: In your opinion, can cooperation between countries only occur when the countries hold the same ideologies? Explain why.</p>

		<p>to define both ideology and hegemony in lecture)</p> <p>Activity: Have students break out into groups of 4. Each member will be responsible for researching one ideology: capitalism, communism, socialism, and democracy. After each member has had a chance to research, they will come together as a group to share what each term means and explain which country each ideology best fits.</p>	
	<p>Supporting Question 2: 2-3 60 minute lessons</p>	<p>What did the cold war look like? Does public opinion influence politics or do politics influence public opinion? Is democracy always the “best” choice?</p>	
	<p>Featured Sources</p>	<p>Goals & Learning Activities</p>	<p>Formative Assessment/Task</p>
	<p>Effects of Agent Orange</p> <p>Anti-War protests. Case study of Kent State</p>	<p>Goals:</p> <ul style="list-style-type: none"> -Students are able to understand how proxy wars contributed to the larger Cold War. -Student will see the relationship between protests at home and the government's responses to the war in Vietnam -Students will understand some of the shortcoming the united states faced when trying to be champions of democracy <p>Learning Activities</p> <p>Opening Question to get students thinking: Under what circumstances is it necessary for the U.S. to</p>	<p>RAFT</p> <p>Assume the role of one of the following:</p> <ul style="list-style-type: none"> ● Student protester at Kent State ● Vietnamese person living in a small village that was hit by Agent Orange ● A military Advisor to the president <p>Write a journal entry explaining how the Vietnam War affected your life. Was it positive or negative? What decisions, if any, did you have to make? Who was responsible for how the war affected you?</p>

		<p>be involved with issues abroad?</p> <p>Learning Activities Mini Lectures: Explain the Vietnam war and how difficult it was) describe Agent Orange, its' effects and why the U.S. used it,). Explain how the U.S. tried to support leaders in vietnam that favored democracy but ultimately failed, and the anti-war protests going on, specifically, at Kent State.</p> <p>Activity: Break students off in groups of 4-6. Each student will read one personal story from the Vietnam war. They will then come as a group and share their person's experiences.</p>	
	<p>Supporting Question 3: One 60 minute lesson</p>	<p>Is it accurate to say that the Cold War was an <i>true</i> fight to defend and project American ideology?</p>	
	<p>Featured Sources</p>	<p>Goals & Learning Activities</p>	<p>Formative Assessment/Task</p>
	<p>Butler sit in scenes</p> <p>JFK files</p>	<p>Goals -Students will be able to think critically about how accurately the united states practiced the ideologies they so fervently were trying to protect and spread during the Cold War era</p> <p>Learning Activities Opening: looking at peaceful protests that occurred during the civil</p>	<p>Task</p> <p>After looking at the JFK files, answer the following questions.</p> <ul style="list-style-type: none"> • To what extent do you think these reports damaged the reputation of the United States? • Is it better to support your country regardless of its' faults, or,

		<p>rights movement and the types of hateful speech that was inflicted upon African Americans. Puts into perspective the ways in which African Americans were treated as second class citizens in a country that championed American ideals of democracy, equality, etc.</p> <p>Activities: Look at JFK's files regarding a memo of how the Soviet Union is using racism in America as a source of their hypocrisy in championing ideas of freedom and democracy.</p>	<p>should you critique your country even if it may be accepting weakness?</p>
<p>Summative Performance Task</p>	<p>Task Description</p>	<p>Create a Cold War Collage. You can choose to depict the entire war or chose a specific event that occurred during the Cold War era such as Civil Rights, the Vietnam war, etc.</p> <p>The theme of your collage will be: Conflicting Ideologies</p> <p>You may choose to use images from magazines, create your own art, or use digital media. You must also include an artistic statement as part of your collage. The statement will explain your collage, what the images represent, and the overall purpose of your creation.</p>	
	<p>Goals</p>	<p>Students will be able to create art that represents the overarching theme of the Cold War, that it was a conflict of ideologies.</p>	
	<p>Resources</p>	<p>Online collage creator. Examples of murals in Milwaukee.</p>	