



Unit Planner: 2017-2018 Gibson - Unresolved Global Conflict

(2) Global 4

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High School > 2018-2019 > Grade 10 > Social Studies > Global 4
(C) > Week 29 - Week 32

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2017-2018 Gibson - Unresolved Global Conflict (2)

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- [Unit Planner](#)
- [Lesson Planner](#)

Big Ideas / Enduring Understandings

- The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition.

[UnresolvedGlobalConflict2UnitPlan.docx](#)

Essential Questions

- How does cooperation and competition between nations impact the international community and the lives of individuals in the countries involved?
- How does evidence analysis strengthen historical writing?

Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 9-10

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively,

orally) evaluating the credibility and accuracy of each source.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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NYS: CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 9-10

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

6. Assess how point of view or purpose shapes the content and style of a text.

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to

compare the approaches the authors take.

9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

2a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

- The Cold War originated from tensions near the end of World War II as plans for peace were

Skills / Strategies

- Students will compare and contrast how peace

made and implemented. The Cold War was characterized by competition for power and ideological differences between the United States and the Soviet Union.

- The Cold War was a period of confrontations and attempts at peaceful coexistence.
- The end of the Cold War and the collapse of the communist bloc in Europe had a global impact.

was conceived at Yalta and Potsdam with what happened in Europe in the four years after World War II (i.e., Soviet occupation of Eastern Europe, Truman Doctrine, Berlin blockade, NATO).

- Students will investigate the efforts to expand and contain communism in Cuba, Vietnam, and Afghanistan from multiple perspectives.
- Students will examine the new military alliances, nuclear proliferation, and the rise of the military-industrial complex.
- Students will examine the reasons countries such as Egypt and India chose nonalignment.
- Students will explore the era of détente from both American and Soviet perspectives.
- Students will investigate the political reforms of glasnost and economic reforms of perestroika.
- Students will examine the impacts of those reforms within the Soviet Union, on the Soviet communist bloc, and in the world.

Key Terms / Vocabulary

- Arms
- Aid
- Containment
- Diplomacy
- Foreign Policy
- Insurgency
- Intervention
- Supremacy

Learning Plan & Activities

Please include Theatre Modalities when appropriate

Day 1: Origins of the Cold War
Day 2: Origins of the Cold War
Day 3: Military Industrial Complex
Day 4: Containment and Cold War Hot Spots
Day 5: Non-Aligned Movement
Day 6: Détente
Day 7: Collapse of the Soviet Union
Day 8: Collapse of the Soviet Union
Day 9: Closer/Review
Day 10: North Korea Today: Impacts of Cold War
Day 11: North Korea Today: Impacts of Cold War
Day 12: Introduction (Thematic) Review
Day 13: Mock Regents
Day 14: Mock Regents

General Modifications:

- **Students will be grouped heterogeneously based on their learning modalities (VARK scores and identified areas for skill improvement in baseline exam) and their classroom performance to ensure diverse**

Assessments

Depth of Knowledge (DOK) Levels

Cold War Multiple Choice Formative Assessment

Formative: DOK 1 Recall: Test: Standardized

Students will take a Multiple Choice Exam based on old Regents questions to assess content knowledge.

Mock Regents

Formative: DOK 3 Strategic Thinking: Test: Standardized

Students are given a full mock Regents Week of April 18th

- Multiple choice from June 2015
- Thematic Topic: Leaders
- DBQ Topic: Change - One topic for choice is the collapse of the USSR

groups in which students can learn collaboratively utilizing their unique areas of strength.

- Use of verbal cues and checks for understandings to ensure student comprehension and completion of tasks.
- Short movie clips and photographs (graphs, artwork, diagrams) are utilized to provide multiple entry points for unique learning styles.
- Google Earth used regularly to cater to visual learners and show geographic features in an interactive format (students invited to board to explore google earth).
- Graphs/Charts/Maps used to help facilitate synthesis of geographic concepts.
- Emphasis of key ideas and words during group readings.
- Pacing and duration of lessons will be adjusted to ensure student comprehension of content.
- Students are invited up to the board to share answers to various do-now activities in a graphic organizer/mind map format.
- Paraphrasing of notes, questions, and directions as needed along with providing additional examples to students.
- Regular use of mind maps and graphic organizers (for do-now share outs).
- Use of gallery walk and active learning strategies and activities to cater to students with diverse learning modalities.
- Double time provided for test completion to ICT students.
- Student centered learning stations that include documents of diverse formats (maps, graphs, short readings, etc.), utilizing purposeful groupings to support student learning and understanding. This is done to support struggling students, students with disabilities, ELLs, and SPELLs.
- Translated copies of reading materials are made available to students who require this modification.
- ELLs are grouped with bilingual students to facilitate growth in target language.

General Resources for SPELLs and ELLs

- Use of Spanish to English dictionaries
- Use of google chromebooks with translated documents and assignments.
- Use of textbooks

NOTE: These modifications have been utilized throughout the course of this academic year as well as throughout the course of this learning unit. Additional modifications will be added as required and deemed necessary through inquiry cycles of formative assessment.

Common Core Instructional Shifts

1. **Knowledge in the Disciplines:** Building knowledge to content rich informational text (DBQ Document Readings)
2. **Text Based Answers:** Reading and writing grounded in evidence from the text (DBQ citation of evidence to address regents writing task)
3. **Writing from Sources:** Reading and writing grounded in evidence from the text (DBQ citation of evidence to address regents writing task)
4. **Academic Vocabulary:** Regular practice with complex text and its academic vocabulary (Informational text taken from old Regents exams that include grade level content vocabulary)

Resources

Texts Used (fiction, non-fiction, on-line, media, etc...)

Textbook, New Visions Pilot Documents
Focus

- Whole class
- Small group
- Guided reading
- Research

Materials Used

Smartboard
Focus

- Whole class

Materials Used

Google Earth
Focus

- Whole class

