

Investigating the Cold War

Big Idea/ Topic: Investigating the Cold War

Connecting Theme/Enduring Understanding:

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. K-5 EU: The student will understand that people’s ideas and feelings influence their decisions.

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result. K-5 EU: The student will understand that conflict causes change.

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

Essential Question:

How did mistrust between the U.S. and the USSR help lead to the Cold War?

What methods did the United States use to attempt to stop the spread of communism in eastern Europe?

Why was it important to the United States to stop the spread of communism?

Standard Alignment

SS5H5 Discuss the origins and consequences of the Cold War.

a. Explain the origin and meaning of the term “Iron Curtain.”

b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.

Map and Globe skills –

Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps • draw conclusions and make generalizations based on information from maps • compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities, • use a map to explain impact of geography on historical and current events • use intermediate directions

Information Processing Skills –

Identify issues and/or problems and alternative solutions • identify and use primary and secondary sources • interpret timelines • draw conclusions and make generalizations • analyze graphs and diagrams • identify social studies reference resources to use for a specific purpose • analyze artifacts • interpret political cartoons

ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Instructional Design

*This lesson has a flexible timeline and will cross over several days.

This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See bottom of lesson for list of unplugged supplies.

Part 1:

Teacher led

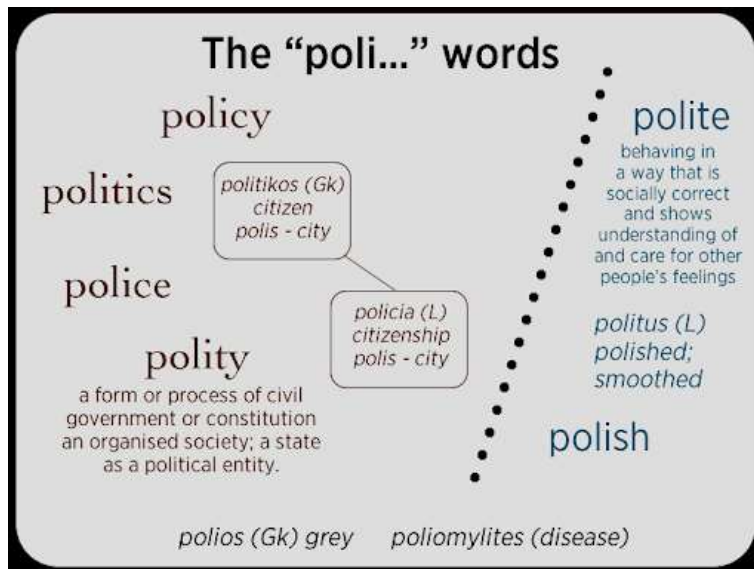
Deconstruct the term “geopolitical” with students-

“**geo**”- *prefix derived from the Greek word γη or γαια, meaning "earth", usually in the sense of "ground or land."*

Encourage discussion about the term **geography**. What do we know about the term as historians and as geographers? How did location impact and influence these events that we have studied in grades three through five?

- European explorers and British Colonial America
- American Revolution, Westward Expansion, and the Civil War
- Cattle trails, immigration, emigration, World War I and World War II

“**political**”- **prefix**- polis-, polit-, poli- (Greek: city; method of government; citizenship, government, administration); Examples of words such as policy, politics, police. Also see visual representation:



*Politics is the way that people **living in groups** make decisions. Politics is about **making agreements** between people so that they can live together in groups such as tribes, cities, or countries. Politicians, and sometimes other people, may get together to form a government.*

Encourage discussion of the term **political** -what do we know about the term as historians, geographers, economists, and political scientists.



Add to discussion by focusing on how people live in groups and make decisions together all over the world. These enduring understandings will be the foundation for discussions and investigations throughout these lessons.

- The student will understand that people’s ideas and feelings influence their decisions.
- The student will understand that conflict causes change
- The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

Bring the word parts together for a definition of “geopolitical” as “*the study of the effects of Earth's geography on politics and international relations.*” Post this in the classroom and/or have students record in a journal or notebook for future reference.

Kid friendly from *Kids Encyclopedia Facts*: **Geopolitics** is the study of how a country's geography (location, terrain, land size, climate, soil, and raw materials) affect its foreign, economic, and military policy. The word geopolitics comes from these words, "geography" and "politics".

***Unplugged variation** – Provide students with a copy of a written definition of “geopolitical” (see Teacher Resource Packet) and the discussion questions (see checklist for questions). Have students respond to the discussion questions in their interactive notebook or journal.

Activity: Open Investigation: Provide student groups or partners with print copies of maps (slides 2-6) in the [power point](#) included in the [Teacher Resource Packet](#). It may also be helpful for students to have a world map. Have small groups or partners analyze these maps and discuss how each fit into the previous discussion on geopolitics. Each group will use an organizer from the National Archives, *How to Analyze a Map (both novice and intermediate are provided for teachers to use based on student experience and level of support needed)*. 5th grade students analyze, infer, draw conclusions, make comparisons and generalizations as they **apply and/or master** many map and globe skills during the investigation (using compass rose with cardinal and intermediate directions, comparing and contrasting features on maps, using graphic scale to determine distances, using map key/legend to acquire information). Students are also continuing to **develop** the skill of using latitude and longitude to determine locations. Encourage and reinforce this vocabulary and application of skills throughout the study.

As students are analyzing slides 2-6, have them record their thinking on the analysis sheet. The teacher may also pose questions throughout the investigation to guide students in thinking about how each map fits with the others.

- What does the legend in each map tell the viewer as an historian, geographer, political scientist, economist?
- What do you notice about each map that is similar? Different?
- Is each part of the world represented in the same way? What could that mean to specific countries?
- How does “geography” play a role in where the countries are located and the political beliefs of a countries’ system as a democracy and/or as a communist country?
- Would the size of a country matter? Why or why not?

As students are engaged and excited about the investigations, pause their work to share a definition of the **Cold War** below from *Wikipedia*. It may be copied onto strips of paper for students to have access to throughout the study, taped in their journal, or projected on the board or displayed on a classroom chart:



The Cold War was a period of **geopolitical** tension between the United States and the Soviet Union and their respective allies, the Western Bloc, and the Eastern Bloc, which began following World War II. The term "cold" is used because there was no large-scale fighting directly between the two superpowers, but they each supported major regional conflicts known as proxy wars. The conflict was based around the ideological and geopolitical struggle for global influence by these two superpowers, following their temporary alliance and victory against Nazi Germany in 1945. [Credits: Wikipedia](#)

Additional vocabulary words may be deconstructed from this definition for clarification as students continue the work in this lesson. (**allies/alliance, "cold", superpowers, regional conflict, proxy war, ideological, global influence**). Students may be asked to illustrate and/or provide other visual examples (images, symbols, drawings, etc....) of these terms within the study in their journal. Vocabulary terms and meanings are provided in the Teacher Resource Packet and may be copied for frequent use and reviewed throughout the inquiry.

Choose from the following strategies:

- Write terms on post it notes with translations, synonyms, and examples.
- Deconstruct the terms as in the introductory lesson with word parts, prefix/suffixes, other words with similar spelling features, word meanings, etc.
- Sort terms that go together into categories, what title would go with each group of words? What other words could be added to the groups of words?
- Use Cold War Vocabulary terms document in Teacher Resource Packet for students to play, 3-Way Match using term, definition, and visual representation of each (credit: S3 Strategies). Students may save these in their journal for later use and continued practice and review.
- Students may create a *Frayer Model* using the terms and present to small groups or the class (credit: <https://alicekeeler.com/2018/05/21/google-slides-frayer-model/>) in Teacher Resource Packet.
- Print terms on cards for students to sort into categories, match words and definitions to words from one card to another, use words that have been deconstructed to create sentences specific to the Cold War in describing images, maps, events throughout the study.
- Additional interactive and engaging word work is encouraged vs looking words up in a dictionary and copying the meaning. Refer to [No More "Look Up the List" Vocabulary Instruction](#) by Charlene Cobb and Camille Blachowicz.

At this time, conduct a summarizing activity called *Walk, Talk, Decide* from [The Teacher Toolkit](#). This site is a free resource for teachers with many options for formative assessments and engaging instructional practices. Students may use the copies of maps, definitions of terms deconstructed, and this definition as well as any prior knowledge or reading they may have done previously. This partner strategy allows students to work together to solve a problem or respond to a question. Students could have a structured discussion with a partner (online or in person if possible), providing an opportunity to move and process their learning. Questions may displayed or shared for partners to discuss.

*Unplugged variation –

Provide students with a hard copy of the Cold War vocabulary terms, Frayer Model template, How to Analyze a Map organizer from the Teacher Resource Packet and a copy of the Cold War power point slides 2-6. The Frayer Model template may be given to students already partially or fully completed to support and differentiate, as needed. Students may be asked to complete one of the vocabulary activities using the terms provided and match them using a dictionary to support and affirm thinking. Have students choose at least two questions to create a written response in their journal.

Part 2:

Iron Curtain Speech and Location Analysis



Activity: Quick Write: Share Slide 7 or provide copies for students to view closely. Using the map keys/legends, distance scale, latitude/longitude, identify various locations from previous maps and students' prior knowledge of World War I, World War II, and the Cold War. Allow students to discuss thoughts and questions for 2-3 minutes in small groups or with partners. As students gain confidence and refresh thinking with partners, each student is provided with a template to create an *Inference Equation* from the Teacher Resource Packet. Students draw upon prior knowledge and discussions, interpret information from the text/maps) and make a new connection(s) to create an inference(s). Students should be encouraged to do this work as an historian and geographer asking questions such as the ones below.

- What is the significance of each location in relation to information about historical events?
- How were/have these locations changed over time?
- How were decisions influenced by the location(s) on the maps?
- What conclusions and/or generalizations can be made concerning the locations and the United States involvement in the Cold War?

Continue to Slide 8 to deconstruct the portion of Winston Churchill's speech, *Sinews of Peace*. Be sure students relate this part of the speech in reference to the origin of the term *iron curtain*. A copy of the modified speech from *Stanford History Education Group* is provided in the Teacher Resource Packet. Analyze the map to make inferences and ask questions related to the speech and the locations. Students may refer back to their copy of *How to Analyze a Map* from previous lessons to support this work.

During discussion and investigation, pose questions for students:

- Sourcing: Who was Winston Churchill? Why would Americans trust what he has to say about the Soviet Union? ([Stanford History Education Group-Reading Like a Historian](#))
- Close reading: What does Churchill claim that the Soviet Union wanted? ([Stanford History Education Group-Reading Like a Historian](#))
- Why did Winston Churchill mention these specific locations in his speech?
- How does this map relate to previous maps?
- What do you wonder about what these locations were like then and now?
- Why were these locations of importance then? Are they as important now? Why or why not?

These questions will lead into viewing Slide 9. Share the slide or provide copies for students to view closely. Notice the map key/legend at the bottom of the slide and begin a discussion on how *The Three Worlds* are described below and how the locations are designated on the map.

- **First World (blue):** The concept of **First World** originated during the Cold War and comprised countries that were aligned with United States and the rest of NATO and opposed the Soviet Union and/or communism during the Cold War. In common usage, "first world" typically refers to "the highly developed industrialized nations often considered the westernized countries of the world".
- **Second World (red):** The **Second World** is a term used during the Cold War for the industrial socialist states that were under the influence of the Soviet Union. In the first two decades following World War II, 19 communist states emerged.
- **Third World (green):** The term "**Third World**" arose during the Cold War to define countries that remained non-aligned with either NATO or the Warsaw Pact.

The teacher guides the discussion using previous information and maps to *ensure students understand that the term Iron Curtain meant more than just a line on a map. Citizens living in the Soviet Union and in countries*



controlled by the U.S.S.R., lacked the personal freedoms and economic opportunities that existed in the United States and in Western Europe. Over time, these differences became increasingly pronounced, as leaders in countries “behind” the Iron Curtain imposed harsh measures to prevent dissent from growing (5th Grade Teacher Notes, GADOE)

Check for understanding. Have students define, model, or explain the term *Iron Curtain* in their interactive notebook or journal or through a virtual share.

Ask students to add to their *Inference Equation* organizer to see if they have additional information to confirm their thinking and to answer questions and/or pose new ones. Using the organizer, students may share what they’ve learned with a partner or someone at home.

As a closing activity, students may be asked to summarize learning from the maps, discussions, and making connections by completing a *One Minute Sentence* from *The Teacher Toolkit* included in the Teacher Resource Packet. Variations of this activity are provided in the directions. This strategy encourages students to form a concise summary of what they just learned. Students are able to demonstrate their understanding of an idea or concept by writing only one sentence to capture the most important elements.

***Unplugged variation to activity –**

Provide students with copies of slides 7-9 from the Cold War power point, *How to Analyze a Map* template, and a copy of the *Inference Equation* template provided in the Teacher Resource Packet. Students may be assigned specific “thinking questions” from the bullets above to respond in a journal and/or on the *Inference Equation* template. Have students define, model, or explain the term *Iron Curtain* in their interactive notebook or journal.

Part 3: Reading to Learn More

Provide copies of the *Newsela* articles, *Life Behind the Iron Curtain* and *Comparing Economic Systems* from the Teacher Resource Packet. Students may be divided into small groups to read one of articles for a Jigsaw activity. *Jigsaw*, from *The Teacher Toolkit* and provided in the Teacher Resource Packet, is a *cooperative-learning reading technique giving students the opportunity to specialize in one aspect of a topic, master the topic, and teach the material to group members*. Additionally, students are asked to refer to previous maps and discussions to make connections and pose questions in their group. Which map(s) provides the most information to use as evidence and support the discussion?

Pose these questions to each group.

- Why is the event described in the article taught in schools today?
 - Support your response with evidence from the text.
- What are the lasting lessons that we can learn from studying this event?
 - Support your response with evidence from the text.

As groups complete their reading, discussion, and analyses, think through a way to regroup students so that each article is being shared and represented by at least two students for a cross discussion (4-6 students per group). (This may take more than one class period due to time.) If so, have individuals record thoughts and ideas in a response journal or on their article to refer to for later discussion.

Students may be asked to complete a Venn Diagram (comparing two or three items) from the articles. Copies of a map used previously may then be labeled as a reference using vocabulary terms and information from the articles to portray a visual representation for various locations and the effects of the various economic systems.



***Unplugged variation to activity** – Students may be asked to read one article at a time in order to complete a Venn diagram and compare information learned between both as a summarizing activity. A printed copy of the map on slide 7 may then be labeled with information from the reading as students draw conclusions and make generalizations. Students may complete a written response in their journal on new information learned and how the articles are related and compare to information learned from the map.

Part 4 Map and Image Analysis

Share slide 10 from the *Cold War power point* in the Teacher Resource Packet. Discuss the differences between the location of the line designating the Iron Curtain and locations surrounding it and the location of the Berlin Wall. What conclusions can be drawn from this image on the map? Relate information from previously read articles, *Life Behind the Iron Curtain* and *Comparing Economic Systems* to locations/countries involved on this slide. What conclusions can be drawn about the spread of communism from this map based on the information learned previously in the articles? (*Guide students to notice that the city of Berlin is actually located on the Soviet side of the Iron Curtain. Half of the city remained free because of the agreement that was signed after WWII. However, the Soviets tried to blockade the city of West Berlin from receiving any supplies from the west further escalating the relationship between the Soviets and the Americans. The Soviets would have been able to take control of West Berlin had it not been for the yearlong efforts of the Berlin Airlift.*) How would that have impacted the fight against the spread of communism if the Soviets succeeded? (SS5Hb)

Continue through slides 11-12 to make connections, draw conclusions, ask/formulate research questions, and check for consistency of information and new information provided from the various maps and types of maps studied in the slides. What is the purpose of these maps? Do these maps show bias? If so, in what ways? Does this map provide information that you have not seen or thought of before it was presented? If so, what are your thoughts on why the map was created in this way? If the Soviets had succeeded, how would that have affected the fight against spread of communism?

Ask students what their thoughts of possible consequences are once the Berlin Wall came into existence; for people on both sides, for businesses and the general economic systems, for daily interactions, for the rights and freedoms as citizens, etc.... Provide students with a copy of the article, *The Berlin Blockade* from the Teacher Resource Packet. Students may read as partners, in small groups, or independently as they continue to gather information, affirm thinking, ask questions, and make generalizations in relation to other information thus far in the study. As students read the article, have them analyze the two images and two maps that are included. Copies of *How to Analyze a Map* and *How to Analyze a Photograph* may be provided to guide students' work as they read (*novice or upper-level copies are provided depending upon the class's experience with these primary sources or based on differentiated group work*). After students have had time to read, investigate, analyze images and maps, compare information, and check for consistency from the article, continue on to slides 13-14 from the *Cold War power point* to discuss and record any new information on the back of the analysis sheets or in a response journal as a *One Minute Sentence*.

To conclude the lesson, have partners or small groups share their *One Minute Sentence*. Others in the group may add to their responses if something strikes them as important. After discussing, sharing, and recording with a partner or small group, the lesson may be closed as students complete an organizer from *The Teacher Toolkit*; "Save the Last Word for Me" found in the Teacher Resource Packet. *This discussion technique encourages meaningful classroom conversations by eliciting differing opinions and interpretations of text. Asking students to think about their reading stimulates reflection and helps to develop active and thoughtful readers. Save the Last Word for Me also prompts classroom interaction and cooperative group discussion.*

***Unplugged variation to activity** –Provide students with hard copies of slides 10-14 from the Cold War power point, *How to Analyze a Map*, *How to Analyze a Photograph* templates, the article "The Berlin Blockade" and a copy of the "Save the Last Word for Me" template provided in the Teacher Resource Packet. Students are



asked to read the article and compare information learned with the information provided in slides 10-14. Students will complete the analysis sheets as they read the article. After reading, students may complete a written response in their journal adding new information learned, how the articles are related, and compare information learned from the maps. They may be asked to complete a *One Minute Sentence* or create a visual representation/presentation with information learned with labels, explanations, and connections between sources.

Culminating activity- Students may be asked to write/draw in journals to summarize key points learned during the study.

- One way this may be done is as a storyboard. Give students a blank “story board” and ask them to create a non-linguistic summary of their learning, filling the blocks of the story board with stick figures, drawings, etc. in an appropriate sequence. Students may be encouraged to take the perspective of an historian, geographer, political scientist, or economist as they use the lens of each of these domains to create a visual response.
- Another option is to create a Virtual Key Concept Clothesline. Collaborative pairs share a key concept from their reading/learning and represent that visually with drawings, symbols, etc. Create an interactive concept/word wall of what they shared summarize the events of the Cold War.
- Students may also be asked to write an argumentative essay with a thesis, main ideas, and a conclusion (template provided in the Teacher Resource Packet).

Opportunities for Extension:

- [A Digital Story Map from esri: “Placing Cold War Conflicts”](#)-register for a free account. *Students will explore the causes, course, and results of the direct conflicts between the United States and the Soviet Union during the Cold War. They will analyze documents, videos, photographs, drawings, and maps to understand the conflict, competition, compromises, and reactions of this worldwide event in an attempt to argue who is at fault and if the Cold War is even over.*
- **GeoInquiry- “Discovering Map Scale”** (requires technology)- hard copy found in Teacher Resource Packet
- **GeoInquiry - “Hot Spots in a Cold War”** (requires technology)- hard copy found in Teacher Resource Packet
- **Berlin Wall Map** (requires technology) - [interactive map](#) of Berlin Wall and Border Strip with points of interest, Memorials, Border Crossings, etc.
- Analysis of a map from various perspectives and possibilities in relation to the date of events unfolding through the **Cold War**: [The Spider Sits Atop the World, 1940 Map Projection Los Angeles Examiner, January 7, 1940](#); *Howard Burke was the author of this special foldout map included in a 1940 LA Examiner newspaper. Even before US entry into World War II, this map anticipates the rise of the USSR as a superpower and the post-war Cold War.*
- Analysis of a map from various perspectives and possibilities in relation to the date of events unfolding through the **Cold War**: [Dated World Events Map, The World Today, 1948](#). *This general interest and advertising map was produced and distributed by the Kressich Company in 1948. The text on the map contrasts the World of Yesterday (sea power) with World of Today (Atomic Age).*
- Analysis of a map from various perspectives and possibilities in relation to the date of events unfolding in **Vietnam**, [1965 Vietnam Map](#); *Associated Press Map of Vietnam – 1965. This map orients American readers to the situation in Vietnam in a way that is informative while incorporating some propaganda messages. The small map in the lower right is an important clue about the state of the insurgency with regard to control of South Vietnamese territory.*
- Analysis of a map from various perspectives and possibilities in relation to the date of events unfolding in **South Vietnam**, [1966 Map of South Vietnam](#); *This Associated Press Background News*

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Map was published in 1966 and provides a general overview of Vietnam's territory and a brief background on US military involvement in the country. Contrast this map with the one produced one year earlier for style and content (see above link).

- [Augmented Reality with Globes](#): Dave Rumsey Maps FREE app (requires technology). "AR Globe allows users to explore historic and old globes in their own space. The old globes float in your room in front of you – you can move towards them and around them using your screen, as well as move inside of them. They can be zoomed in and out and turned as well. 7 different globes can be explored in great detail. AR Globe is both an educational tool for understanding history and a wonderful game at the same time." Dave Rumsey Map Collections and may be found [at this link](#).

Berlin Airlift: [Charles Devonshire Oral Interview](#): Charles Devonshire was a pilot during the Berlin Airlift. He gives an account of some of his experiences during that time in an interview at the Air Mobility Command Museum. Use the provided links to access and analyze an oral interview and additional reading selections as students draw conclusions, check for consistency of information, construct charts and/or tables using information gathered within the study of the Cold War and the importance of the Berlin Airlift.

- [Berlin Airlift Historical Foundation: Listen to the Candy Bomber tell you about it!](#)
- [Smithsonian National Air and Space Museum: Operation Vittles](#)
- [US Department of Defense: The Berlin Airlift: What it was, its importance in the Cold War](#)
- [Radio Free Europe: The Berlin Airlift 70 Years On](#)

Berlin Wall: [Berlin Wall Online](#); resources for further research on the history, art, books, maps, memories, photographs beginning in 1950 through today, timeline, and the wall today.

Korean War: Each inquiry offers opportunities for students to engage in an investigation based on compelling questions as they gain information, make generalizations, draw conclusions, and deepen their understanding of the events surrounding the Korean War. Register for free at www.c3teachers.org for additional inquiry lessons available. Lessons may be adapted; use in part or as a full lesson as time permits.

- [Media and the Korean War Inquiry Lesson Plan \(Grades 6-8\)](#)
- [Points of View on the Korean War Lesson Plan \(Grades 3-5\)](#)
- [Remembering Korean War History Lesson Plan \(Grades 3-6\)](#)
- [You are the Historian Lesson Plan \(Grades 3-6\)](#)
- [Maps and Korea: Korean War Legacy Project \(Grades K-2\)](#)
- [Korean War Album: Collections in Focus](#)
- [National Park Planner Korean War Veterans Memorial](#)

North Atlantic Treaty Organization (NATO):

- [How the Berlin Airlift Contributed to the development of NATO](#)
- [National Archives Online Exhibit The North Atlantic Treaty](#)
- [NATO Declassified](#)
- [Smithsonian National Postal Museum](#)



Cuban Missile Crisis: Register for a free account at www.newseumEd.org for access to a multitude of tools and artifacts to use in engaging learners during lessons. Additional resources are available at this site.

- [National Security Agency/Central Security Service Declassified Documents](#)
- [Newseum Newspaper from Kansas City Star](#)
- [Newseum Newspaper Naval Blockade of Cuba, 1962](#)
- [Newseum Newspaper Kennedy's 7 Point Plan, October 1962](#)

Vietnam War:

- [DOCSTeach The Vietnam War](#)
- [National Archives Musuem Remembering Vietnam](#)
- [President Nixon's Vietnam War Speeches](#)

[Click here](#) to access the PowerPoint for this lesson.

[Click here](#) to access the Teacher Resource Packet for this lesson.



Student Learning Supports

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.

- Consider allowing students to record their thoughts in a variety of ways: using the talk to text/dictate feature, making an audio recording of their responses, using Immersive Reader for articles to be read aloud, if needed, drawing pictures, circling and/or labeling on the maps.
- Some students will struggle to complete the organizers independently. These are a few suggestions: allow students to highlight the information, give students the organizer partially completed to lessen the amount of work, complete organizers with a partner or small group.
- Newsela passages may be adapted by lowering the Lexile level. Teachers may join for a free account at <https://newsela.com/>.
- Students may work with a learning partner in reading passages and analyzing images and maps.
- Limit the number of images and maps to be analyzed and include tips on the Analyzing Maps sheet.
- Highlight or outline specific areas on a map for students to compare when locating and comparing to specific areas on other maps; have students orally respond with locations as needed.
- Play games “*Find...* (insert various locations)” by using the Compass Rose and locations within the study as partners or in small groups. Additional map and globe skills may be practiced for mastery with this game as well.
- Students may benefit from using *One Minute Sentence*, *Save the Last Word*, and *Jigsaw* to summarize learning throughout the lessons either orally or in writing and across content areas as they become more proficient and skilled in writing summaries.

Unplugged Supplies: Lesson checklist, printed copies in Teacher Resource Packet, blank paper, interactive notebook (or something to take notes on), crayons, highlighters, colored pencils, etc., as available.

Note: *Students may need multiple copies of the How to Analyze a Map organizer.*

Evidence of Student Success

Information for diagnostic, formative, and summative assessments are described within the Instructional Design.

Engaging Families

Materials included to support unplugged learners: Lesson checklist, Distance Learning Plan, printed copies from the Teacher Resource Packet

Optional materials to support learning not included: blank paper, interactive notebook (or something to record notes), crayons or colored pencils, etc., as available.



Lesson Checklist: The Cold War

SS5H5 Discuss the origins and consequences of the Cold War.

- a. Explain the origin and meaning of the term “Iron Curtain.”
- b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.

Part 1: Map Analysis and Vocabulary

- Look at the definition of “geopolitical.” Rephrase or illustrate the term in your own words in your interactive notebook or journal.
- How did location affect these events that you have already studied? Share your thoughts with a helper and record your thoughts in your interactive notebook or journal.
 - European explorers and British Colonial America
 - American Revolution, Westward Expansion, and the Civil War
 - Cattle trails, immigration, emigration, World War I and World War II
- Look at the maps on slides 2-6 and the organizer “*How to Analyze a Map*” organizer. Choose one of the maps the complete the organizer.
- Use your maps to answer at least two of the following questions in your interactive notebook or journal.
 - What does the legend in each map tell the viewer as an historian, geographer, economist, or political scientist?
 - What do you notice about each map being the same? Different?
 - Is each part of the world represented in the same way? What could that mean to specific countries?
 - How does “geography” play a role in where the countries are located and the political beliefs of a countries’ system as a democracy and/or as a communist country?
 - Would the size of a country matter? Why or why not?
- Read the description of *Cold War*. *Match the vocabulary* terms to their definition based on your reading. Check the definition page to see if you were correct.
- Choose one way below to help learn your vocabulary terms:
 - Sort terms that go together into categories. What title would go with each group of words? What other words could be added to the groups of words?
 - Make 3-Way Matches using the term, definition, and visual representation of each.
 - Create a *Frayer Model* using three of the terms.

Part 2: Iron Curtain Speech and Location Analysis

- Look at slide 7 and complete the *How to Analyze a Map* organizer.
- Look at the *Inference Equation* and record your thinking about the Cold War.
- Look at slide 8 and Winston Churchill’s speech *Sinews of Peace*.
- Analyze the concept of three worlds described on Slide 9.
- Use what you learned from the map key/legend and Churchill’s speech to answer the questions below.
 - What conditions and issues led to mistrust between the U.S. and USSR that may have led to the Cold War?
 - What methods did the United States use to attempt to stop the spread of communism in eastern Europe?
 - Why was it important to the United States to stop the spread of communism?
- Add new information and thinking your *Inference Equation* as needed.
- Write a *One Minute Sentence* to summarize what you have learned.
- Define, model, or explain the term Iron Curtain in your interactive notebook or journal.



Part 3: Reading to Learn More

- Read the articles, *Life Behind the Iron Curtain* and *Comparing Economic Systems*.
- Complete the Venn diagram comparing and contrasting the two articles.

Part 4: Map and Image Analysis

- Look at slide 10 to determine the location of the Iron Curtain. What conclusions can be drawn about the spread of communism from this map based on that information? Consider the location of the city of Berlin and the Berlin Wall. Write your conclusions in your interactive notebook or journal.
- Look at slides 11 and 12. Draw or write your connections, conclusions, and questions in your interactive notebook or journal.
- Look at the *How to Analyze a Photograph and a Map* organizers. Read *The Berlin Blockade*. Analyze the photographs, maps, and written information in this article.
- Read slides 13 and 14 and add any new information to your interactive notebook or journal.
- Write a *One Minute Sentence* to show what you have learned.

Culminating Activity

- Create an infographic or cartoon that captures what you have learned about the Cold War.
- Use the template to write an argumentative essay about the Cold War.

