

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.	
Grade Level/Band Standard:	9-12.H.2.5 Analyze multiple and complex effects of events and people related to the Cold War.	
Student Friendly Language:	I can explain the causes and effects of the Cold War.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • The different ideologies of capitalism and communism • The views of the different allies in winning WWII 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Communism • Domino Theory • World Leaders (1945-1992) • Cuban Missile Crisis • Berlin Airlift/Wall • Suez Canal/Egypt • Korean Conflict • Vietnam Conflict • Space Race • U-2 Incident • Nuclear proliferation • Detente • Soviet Invasion of Afghanistan • Other related events 	<ul style="list-style-type: none"> • The Cold War spanned many years, encompassed several world events, and involved many world leaders. 	<ul style="list-style-type: none"> • Connect events of the Cold War and explain how they relate to each other. • Analyze propaganda used by both sides and explain the intention of that propaganda. • Identify world leaders of the Cold War. • Critique the decisions/actions of American/Soviet/other world leaders during the Cold War • Explain the ideologies of the different sides of the Cold War and how they were justified.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	

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<ul style="list-style-type: none"> ● Soviet Bloc ● Comintern ● Containment ● Berlin Airlift ● Iron Curtain ● Truman Doctrine ● Marshall Plan ● NATO ● Warsaw Pact ● Geneva Accords ● Arms Race ● Space Race ● Sputnik ● Nuclear Deterrence ● Berlin Wall ● Detente ● SALT ● SALT II 	<ul style="list-style-type: none"> ● The Cold War saw no fighting ● The United States was always ahead in the Cold War ● The United States was always on the defensive in the Cold War 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> ● N/A 	
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 6.H.2.4 Analyze the development and cultural contributions that gave rise to economic systems and political institutions. ● 6.E.4.3 Identify the effects of economic systems on society 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Analyze multiple and complex effects of events and people related to the Cold War. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 9-12.H.3.5 Assess the causes, events, and impacts of the Cold War on domestic and international affairs in American history.(Courses: Modern, Comprehensive) ● 9-12.H.5.6 Investigate the social, political, and economic transformation of the United States

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<ul style="list-style-type: none"> ● 8.C.6.1 Identify the impact of foreignpolicy decisions throughout U.S.history ● 7.C.1.1 Identify and describe different forms of government used throughout the world ● 7.E.3.1 Describe the relationship between government and economic systems in different countries 	<ul style="list-style-type: none"> ● in the aftermath of the Second World War.(Courses: Modern, Comprehensive ● 9-12.C.1.5 Explain the relationship between political ideologies and corresponding economic ideologies and their impact on government systems through the use of compelling and supporting questions
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C3 Framework Relevant Skills and Applications

- Constructing Compelling Questions:**
- D1.2.9-12.Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- Constructing Supporting Questions:**
- D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
- Determining Helpful Resources:**
- D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
- Evaluating Sources and Using Evidence:**
- D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- Developing Claims and Using Evidence:**
- D3.3.9-12. Identify evidence that draws information directly and substantively from the multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- Communicating Conclusions:**
- D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- Taking Informed Action:**
- D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time

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and place.

- D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

Example strategies to reach depth and intention of the standard

- Visual Timeline of the events of the Cold War
- Venn Diagrams showing the different ideologies the Cold War
- Short Bios of important figures and their impacts on history
- Analyze propaganda of the time period as primary documents
- Research Topic: “Can you successfully contain/destroy an idea?”

Possible Civic Engagement Activities

These activities include the informed actions that are explicitly tied to the curriculum that are used to assess the knowledge, skills and dispositions of effective civic engagement. Civic engagement can include research, advocacy, direct or indirect action.

Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none"> ● Class debate on a social topic 	<ul style="list-style-type: none"> ● Students will be put in pairs and debate a social issue. Students will use perspective, propaganda, etc. to explain their side. This meets grade level to stand for a topic with factual arguments.