

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.3 Students will analyze and evaluate historical events from multiple perspectives.	
Grade Level/Band Standard:	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)	
Student Friendly Language:	I can identify the major events of the Cold War and evaluate the effects of the Cold War on American foreign and domestic policy.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • The events prior to the Cold War and their impact on this time period. • Understanding of the differences between communism and democracy/capitalism 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Key U.S. and Soviet leaders during the Cold War • Major events impacting the U.S. during the Cold War • US domestic and foreign policies of the Cold War 	<ul style="list-style-type: none"> • The Cold War was an era in U.S. history that had significant impacts on both domestic and foreign policies. • Fear of Communism led to increasing tensions within the United States that impacted individual freedoms.. 	<ul style="list-style-type: none"> • Analyze the impact and contributions of key leaders and politicians during the Cold War. • Identify and explain domestic and foreign policies related to the Cold War. • Assess the consequences of foreign and domestic policies for America and abroad.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	
<ul style="list-style-type: none"> • Democracy • Capitalism • Communism • Cold War • Propaganda • Bomb shelter • Nuclear war 	<ul style="list-style-type: none"> • The definition of the term “Cold War” • Where there were places of military conflict and how they fit into the Cold War 	

South Dakota Social Studies Unpacked Standards Template

<ul style="list-style-type: none"> • Civil defense 		
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> • N/A 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> • 8.H.5.2 Generate questions to analyze why individuals or groups, and their developments, are seen as historically significant. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • Look at current governments and systems of economics to compare • Current relationship between the U.S. and Russia/U.S. and China 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • 9-12.C.1.2 Summarize the critical similarities and differences in the various forms of government. • 9-12.C.4.2 Summarize the general principles of American democracy such as the fundamental worth of the individual, equality of all persons, majority rule/minority rights, necessity of compromise, and individual freedom in light of the purpose of government. • 9-12.C.6.1 Explain the foreign policy process in the United States and give examples and their impact of foreign policy initiatives. • 9-12.C.6.2 Identify the purpose of various international organizations in which the United States is involved.
<i>C3 Framework Relevant Skills and Applications</i>		

South Dakota Social Studies Unpacked Standards Template

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.
- D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.

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).
- D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.

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 and place.

Example strategies to reach depth and intention of the standard

- Primary sources to investigate past and current U.S. foreign policies
- Map activity to explain spheres of influence during the Cold War
- Have students explore the impact that the Cold War had on schools and students

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"> ● Have students research current foreign policies and the countries that are 	<ul style="list-style-type: none"> ● Email an embassy regarding specific policies. Have students create a multimedia project or posters for a gallery walk to display what they have learned.

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<p>involved in these policies. Reach out to foreign embassies to get their viewpoints on events/global relations. (Group project preferable).</p>	
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