



Marietta City Schools
District Unit Planner

Grade 5 Social Studies

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| Theme | <i>Unit 9: The Cold War</i> | Unit duration (Days) | <i>6 - 12 Days</i> |
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GA DoE Standards

Georgia Standards:

SS5H5 Discuss the origins and consequences of the Cold War.

- Explain the origin and meaning of the term "Iron Curtain."
- 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.
- Identify Joseph McCarthy and Nikita Khrushchev.
- Discuss the importance of the Cuban Missile Crisis and the Vietnam War.

Information Processing Skills:

- compare similarities and differences
- identify issues and/or problems and alternative solutions
- distinguish between fact and opinion
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify and use primary and secondary sources
- interpret timelines, charts, and tables
- construct charts and tables
- analyze artifacts
- determine adequacy and/or relevancy of information
- check for consistency of information

Map and Globe Skills:

- use intermediate directions
- use a letter/number grid system to determine location
- use graphic scales to determine distances on a map

6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain the impact of geography on historical and current event
8. draw conclusions and make generalizations based on information from maps
9. use latitude and longitude to determine location

Themes and Enduring Understandings:

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 a conflict between or within societies, change is the result. **K-5 EU:** The student will understand that conflict causes change

Essential Questions

Factual—

What was the significance of the Cuban Missile Crisis?
How does democracy differ from communism?
What events led to the Cold War?
Which countries were involved in the Cold War?

Inferential—

How did the actions of Joseph McCarthy affect the lives of Americans?
How did the actions of Nikita Khrushchev influence the Cuban Missile Crisis?
Why is this time period referred to as a “Cold War?”
How did Americans respond to the Vietnam War?

Critical Thinking-

Why did the United States go to war in Korea and Vietnam?
How successful was the United States and other nations in limiting the spread of communism in the world?
Why did the United States get involved in the Berlin Airlift?
Why were organizations like the United Nations and NATO created?

| Tier II Words- High Frequency Multiple Meaning | Tier III Words- Subject/ Content Related Words |
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| origin treaty crisis curtain | Berlin airlift Korean War North Atlantic Treaty Organization (NATO) Joseph McCarthy Nikita Khrushchev. Cuban Missile Crisis Vietnam War |
| Assessments | |
| <p><u>Summative Assessment(s):</u></p> <p>The Cold War Assessment</p> <p>Grades 3- 5 Assessments may be administered via the AMP App in Schoology. Teachers should reach out to their Academic Coach or the district Social Studies Coordinator to upload assessments to their Schoology Course.</p> <p>Standards: All GSE for the unit.</p> <p>* Teachers can access the Test Blueprint and Key via the grade level Schoology Group.</p> <p><u>Theme Based Writing Task and Rubric:</u></p> <p>DBQ: Who was most responsible for starting the Cold War? Students will explore the major events of the Cold War and choose which side, USA or USSR, was most at fault for starting the Cold War.</p> <p>SS5H5 Discuss the origins and consequences of the Cold War.</p> <p>The Korean War Explain the significance of US involvement in the Korean War in a short writing by providing evidence from the documents used.</p> <p>SS5H5 Discuss the origins and consequences of the Cold War.</p> <p>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.</p> | |

Teacher Resources These resources are intended to support teachers with background information and planning for instruction

[Parent Information Letter](#)- edit for school specific information

[K-5 Map Collection](#): Maps are provided for all content and skills to support teaching and learning with integration of historic, political, and physical maps.

Click [here](#) for GADOE Content Video (For Teachers only)

[Teacher Notes](#)

Additional unit information may be found at the [GADOE Inspire Site](#)

Museum Box Unit. This unit has Museum Boxes for America’s involvement in the Cold War. Complete the [Museum Box Request form](#) to reserve the Museum Box.

The following Knowledge-Based Unit(s) contains instructional read alouds designed to build knowledge around concepts associated with this planner. Highlighted lessons provide direct text-based support for the expectations of the associated SS or Sci standards and could be used to deepen student understanding/application of those standards. The remaining lessons build similar knowledge but do not directly relate to the content standards.

[20-Day 1950s to the Present Plan](#) This plan includes information for Units 10 and 11

| Objective or Content | Learning Experiences | Differentiation Considerations |
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| 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 (North Korea and South Korea), and the North Atlantic Treaty Organization. d. Discuss the importance of the Cuban Missile Crisis SS5H6 Describe the importance of key people, events, and developments between 1950-1975. d. Discuss the significance of the technologies of television and space exploration. | Was the Cold War Worth it? (Museum Box) Portions of this resource may be taught without the Museum Box if desired. Students will use documents, audio visuals, and artifacts to understand America’s involvement in the Cold War. Several hands-on and demonstration activities are included. | Scaffold and support vocabulary- group work and small groups with direct instruction; choose summarizing strategies to best align with student strengths |

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| SS5H7 Trace important developments in America from 1975 to 2001. a. Describe the collapse of the Soviet Union, including the role of Ronald Reagan. | | |
| SS5H5 Discuss the origins and consequences of the Cold War. a. Explain the origin and meaning of the term “Iron Curtain.” | Curtain Made of Iron introduction to the Cold War and the meaning of Iron Curtain | Pause or replay parts of the video as necessary; provide word bank for graphic organizer |
| SS5H5 Discuss the origins and consequences of the Cold War. 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 | NATO Understand the role of NATO in the Cold War | Provide a compass rose to help with location. Use a map of the world that has the countries and oceans labeled. |
| SS5H5 Discuss the origins and consequences of the Cold War. d. Discuss the importance of the Cuban Missile Crisis and the Vietnam War. | Crisis in Cuba Analyze and discuss the importance of the Cuban Missile Crisis | Utilize small group instruction or read and explore the reports together; replay the video or provide a transcript of the video. |
| SS5H5 Discuss the origins and consequences of the Cold War. d. Discuss the importance of the Cuban Missile Crisis and the Vietnam War. | The Vietnam War Understand why the Vietnam War was important and how it changed America | Preview difficult vocabulary or provide synonyms for difficult words. Have each group only analyze one part of Nixon’s speech instead of all three. |
| Recommended High Quality Complex Texts | | |
| <i>The Wall: Growing Up Behind the Iron Curtain</i> by Peter Sis <i>Mercedes and the Chocolate Pilot: A True Story of the Berlin Airlift and the Candy That Dropped from the Sky</i> by Margot Theis Raven <i>The Butter Battle Book</i> by Dr. Seuss Discovery Education Videos Cold War Korean War and the Cold War: 1950, 1954, 1955 The Cold War in 9 Minutes The Cuban Missile Crisis | | |

