



## Marietta City Schools

### District Unit Planner

#### World History

<b>Unit title</b>	<i>Unit 9: The Cold War, Decolonization, and Globalization</i>	<b>MYP year</b>	5	<b>Unit duration (hrs)</b>	13.5 Hours
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

#### GA DoE Standards

##### Standards

##### **SSWH19 Demonstrate an understanding of the global political, economic, and social impact of World War II.**

- Describe the major conflicts and outcomes, include: North African, Pacific, and European theaters.
- Identify Nazi ideology and policies that led to the Holocaust and its consequences.
- Analyze the impact of the military and diplomatic negotiations between the leaders of Great Britain, the Soviet Union, and the United States.
- Explain Post-World War II policies and plans for economic recovery, include: the Marshall Plan for Europe, MacArthur's plan for Japan, and the formation of the United Nations, NATO, and the Warsaw Pact.

##### **SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.**

- Explain the arms race, including: development of nuclear weapons, and efforts to limit the spread of nuclear weapons.
- Describe the formation of the state of Israel and the Arab-Israeli Conflict.
- Analyze the rise of nationalism and the revolutionary movements in Asia (i.e. India and China) and Africa.
- Analyze opposition movements to existing political systems, including: anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall.

##### Concepts/Skills to be Mastered by Students

##### Information Processing Skills:

- interpret timelines, charts, and tables
- identify social studies reference resources to use for a specific purpose
- draw conclusions and make generalizations
- analyze graphs and diagrams

##### 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

10. 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

**Literacy Standards:**

**L9-10RHSS3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**L9-10RHSS9:** Compare and contrast treatments of the same topic in several primary and secondary sources.

**L9-10WHST1:** Write arguments focused on discipline-specific content

**L9-10WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Key concept	Related concept(s)	Global context
<b>Global interaction</b> focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.	Conflict Ideology Causality Significance	<b>Identities and Relationships</b> Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human

**Statement of inquiry**

Nations form alliances to protect their military, cultural and economic interests.

**Inquiry questions**

**Factual**

- What were the causes of WWII?
- What were the major outcomes of WWII?
- How did Nazi ideology and policy lead to the Holocaust?
- Why did the US and the USSR engage in a Cold War after WWII?
- What was the global impact of the Cold War?

**Conceptual**

- How did the social, political, and economics of the time influence the wars?
- Why do alliances succeed or fail?
- What are the direct and indirect consequences of global conflict?
- How did the beliefs of individuals and groups lead to the atrocities seen during the period of the two wars?

**Debatable**

- To what extent should countries go in order to protect their own military, cultural, and economic interests?
- Is the world more peaceful when there are “Superpowers?”
- Is the world still suffering from the aftermath of WWII and the Cold war?

MYP Objectives	On-Level Assessment Tasks	
<p><i>What specific MYP <b>objectives</b> will be addressed during this unit?</i></p>	<p><b>Relationship</b> between summative assessment task(s) and statement of inquiry:</p>	<p><i>List of common formative and summative assessments.</i></p>
<p>Criterion B: Investigating Criterion C: Communicating</p> <p>Criterion B: Investigating Criterion C: Communicating</p>	<p><b>Modern and Current Events Research project</b> Students pick a topic based on modern and current events and present it like a Netflix show</p> <p><a href="#">Cold War Annotated Timeline</a></p> <p>Students will complete the following task:</p> <ul style="list-style-type: none"> <li>- create a symbol that summarizes events in the Cold War.</li> <li>- summative events in the cold war on a timeline. draw it on the corresponding countries on a map of Europe, and</li> <li>- work in groups of four to analyze key events of the Cold War, using their maps and timelines as resources.</li> <li>- engage in a teacher-led class discussion to evaluate the significance of Cold War events.</li> </ul> <p><i>*Lesson guide for this activity can be found in the WH PLC team drive in the Unit 9 resource folder</i></p> <p><a href="#">Modified Cold War Annotated Timeline</a></p>	<p><b>Formative Assessment(s):</b></p> <p>Modern and Current Events Research Project MYP Assessment Unit 9 Multiple CFA</p> <p>Students take a short multiple choice quiz to show understanding of content which ties standard 19ab .</p> <p><b>Summative Assessment(s):</b></p> <p>Unit 9 Multiple Choice Summative</p> <p>Students take multiple choice test to show understanding of content which ties to the statement of inquiry</p> <p>OR</p> <p>Cold War Annotated Timeline (See MYP</p>
MYP Objectives	Honors Assessment Tasks	
<p><i>What specific MYP <b>objectives</b> will be addressed during this unit?</i></p>	<p><b>Relationship</b> between summative assessment task(s) and statement of inquiry:</p>	<p><i>List of common formative and summative assessments.</i></p>
<p>How did the development of modern technology during WWII and the need to rebuild Europe lead to the beginning of the Cold War?</p>	<p>Students will analyze how the development of nuclear weapons and the use of the atomic bomb to end WWII led to an arms race between nations .</p>	<p><b>Formative Assessment(s): CFA using Performance Matters or teacher's choice of standard 19 assessment using an opening or closing activity</b></p>

		<b>Summative Assessment(s):</b>
<b>Approaches to learning (ATL)</b>		
<p><b>Category:</b> Social  <b>Cluster:</b> Collaboration Skills  <b>Skill Indicator:</b> Listen actively to other perspectives and ideas</p> <p><b>Category:</b>  Thinking  <b>Cluster:</b> Creating Thinking Skills  <b>Skill Indicator:</b>  Use brainstorming and visual diagrams to generate new ideas and inquiry</p>		

<b>On-Level Learning Experiences</b>		
Add additional rows below as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<b>SSWH19 Demonstrate an understanding of the global political, economic, and social impact of World War II.</b> a. Describe the major conflicts and outcomes, include: North African, Pacific, and European theaters.	<a href="#">WWI Timeline Q&amp;A</a>  Students will read information and examine events of WWII chronology to answer questions	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text SWD/504- Accommodations provided ELL- Reading Strategies and Vocabulary Supports Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Project
<b>SSWH19 Demonstrate an understanding of the global political, economic, and social impact of World War II.</b> a. Describe the major conflicts and outcomes, include: North African, Pacific, and European theaters.	<a href="#">Allied Military Operations in North Africa Reading</a>  Students will read information to complete a graphic organizer to gain understanding of the Military Operation in North Africa.	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text SWD/504- Accommodations provided ELL- Reading Strategies and Vocabulary Supports Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Project

<p><b>SSWH19 Demonstrate an understanding of the global political, economic, and social impact of World War II.</b> a. Describe the major conflicts and outcomes, include: North African, Pacific, and European theaters.</p>	<p><a href="#">Pacific and European Theater Major Battles Chart</a></p> <p>Students will use this chart that lists major Battles of WWII to create an answer and answer 10 questions based on the information about each major battle.</p>	<p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text SWD/504- Accommodations provided ELL- Reading Strategies and Vocabulary Supports Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Project</p>
<p><b>SSWH19 Demonstrate an understanding of the global political, economic, and social impact of World War II.</b> b. Identify Nazi ideology and policies that led to the Holocaust and its consequences.</p>	<p><b>Activities</b> <i>*Lesson guide for this activity can be found in the WH PLC team drive in the Unit 9 resource folder*</i></p> <ol style="list-style-type: none"> <li>1. Video: <a href="#">Hitler’s Rise to Power, 1918–1933</a></li> <li>2. Handout: <a href="#">Hitler’s Rise to Power, 1918–1933 Viewing Guide</a></li> <li>3. Reading: <a href="#">National Socialist German Workers’ Party Platform</a></li> <li>4. Handout: <a href="#">What Did the Nazis Believe?</a></li> <li>5. Reading: <a href="#">Hitler in Power</a></li> </ol> <p>Through class discussion and a written response, students will examine how choices made by individuals and groups contributed to the rise of the Nazi Party in the 1920s and 1930s. With this information students will use the 1920 Nazi Party platform and to draw conclusions about the party’s universe of obligation and core values.</p>	<p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text SWD/504- Accommodations provided ELL- Reading Strategies and Vocabulary Supports Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Project</p>
<p><b>Review of Standard 18 from Previous Unit</b></p> <p><b>SSWH19 Demonstrate an understanding of the global political, economic, and social impact of World War II.</b> b. Identify Nazi ideology and policies that led to the Holocaust and its consequences.</p>	<p><a href="#">WWII Timeline Photo Powerpoint</a></p> <p>Through primary source images will be able to understand major events of WWII.</p> <p>Students will watch the video: <a href="#">The Butter Battle Book Video</a> to get an idea of the Cold War arms race. After students will answer <a href="#">The Butter Battle Book Questions</a></p> <p>SSWH20a</p>	<p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text SWD/504- Accommodations provided ELL- Reading Strategies and Vocabulary Supports Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Project</p>

<p><b>SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.</b></p> <p>a. Explain the arms race, include: development of nuclear weapons, and efforts to limit the spread of nuclear weapons.</p>	<p><a href="#">The Arms Race Jigsaw</a></p> <p>Students will read one of the four excerpts about the arms race to complete the graphic organizer section based on the excerpt the student read. After students will be placed in groups to share information added to the graphic organizer.</p>	<p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text SWD/504- Accommodations provided ELL- Reading Strategies and Vocabulary Supports Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Project</p>
<p><b>SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.</b></p> <p>b. Describe the formation of the state of Israel and the Arab-Israeli Conflict.</p>	<p><a href="#">Israeli and Palestinian Conflict Inquiry Lesson</a></p> <p>Students examine the creation of the State of Israel and the Arab-Israeli conflict by watching videos, analyzing maps and reading information about the topic in order to explain the conflict in Israel-Palestine.</p>	<p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text SWD/504- Accommodations provided ELL- Reading Strategies and Vocabulary Supports Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Project</p>
<p><b>SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989</b></p> <p>c. Analyze the rise of nationalism and the revolutionary movements in Asia (i.e. India and China) and Africa.</p>	<p><a href="#">Decolonization in Africa webquest</a></p> <p>SSWH20c Students will use the BBC website to answer questions about Africa's decolonization period.</p>	<p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text SWD/504- Accommodations provided ELL- Reading Strategies and Vocabulary Supports Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Project</p>
<p><b>Honors Learning Experiences</b></p> <p>Add additional rows below as needed.</p>		
<p><b>Objective or Content</b></p>	<p><b>Learning Experiences</b></p>	<p><b>Personalized Learning and Differentiation</b></p>
<p><b>SSWH19 Demonstrate an understanding of the global political, economic, and social impact of World War II.</b></p>	<p><a href="#">WWII Doc Analysis</a></p> <p>Students will read and examine the sources in order to answer the</p>	<p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds</p>

	<p>following question:  <i>To what extent did World War II impact global politics, economics, and society in the period 1945 to 1961?</i></p>	<p>Chunking text  SWD/504- Accommodations provided  ELL- Reading Strategies and Vocabulary Supports  Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring  Extensions- Enrichment Tasks and Project</p>
<p><b>SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.</b>  a. Explain the arms race, include: development of nuclear weapons, and efforts to limit the spread of nuclear weapons.</p>	<p><a href="#">Who Started the Cold War Doc Analysis</a></p> <p>Students will read and examine the sources to answer the questions in order to develop and write a five-paragraph essay to address the question: <i>Who Started the Cold War?</i></p>	<p>Content scaffold learning  Graphic Organizers  Language Acquisition scaffolds  Chunking text  SWD/504- Accommodations provided  ELL- Reading Strategies and Vocabulary Supports  Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring  Extensions- Enrichment Tasks and Project</p>
<p><b>SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.</b>  c. Analyze the rise of nationalism and the revolutionary movements in Asia (i.e. India and China) and Africa.</p>	<p><a href="#">Decolonization Doc Analysis</a></p> <p>Students will read and examine the sources to answer to be able to explain what common ideals inspired the anti-colonialist leaders and organizations in their movements for independence and decolonization.</p>	<p>Content scaffold learning  Graphic Organizers  Language Acquisition scaffolds  Chunking text  SWD/504- Accommodations provided  ELL- Reading Strategies and Vocabulary Supports  Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring  Extensions- Enrichment Tasks and Project</p>
<b>Content Resources</b>		
<p>On-Level</p> <p><a href="#">North African Campaign Video</a> SSWH19a  Students will watch a video with primary source footage that explains and promotes the allied forces turning the tide in North Africa (1942)</p> <p><a href="#">Letters that Hitler and Roosevelt sent to one another</a> SSWH19c  Students will read a letter sent to Hitler from Roosevelt and one sent to Roosevelt from Hitler to analyze the impact these letters played in the diplomatic negotiations between the United States and Germany.</p>	<p>Honors</p> <p><b>Apartheid Inquiry Lesson</b> SSWH20d  Students will use the sources to be able to describe the political, economic and social characteristics of South Africa under apartheid and efforts made by Nelson Mandela as well as organizations within and outside of South Africa to end apartheid. <i>The activity can be found in the WH PLC team drive in the Honors Unit 9 resource folder</i></p>	

[Overcoming Apartheid interviews](#) SSWH20d

Teachers and students will use various interviews to understand the effects of apartheid

[Tiananmen Square Protest 1989 ABC News Reporting Video](#) SSWH20d

Students will use the news clip from 1989 to understand the the why behind the protest and actions taken by protestors and the government during the Tiananmen Square protest

[Berlin Wall Video](#) SSWH20d

Students will use the video clip of former president Ragan to understand and analyze opposition movements taken to end existing political systems.