

**Social Studies**  
**The Cold War**  
**Unit 1: Origins of the Cold War**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ After WW II, tensions between the United States and the Soviet Union led to a war without direct conflict, the Cold War.</li> <li>▪ America’s reaction to this perceived threat of communism dominated American foreign and domestic policy for the next fifty years.</li> <li>▪ In times of crisis, decisions are often made in the name of common good.</li> <li>▪ In order to evaluate historical decision, the common good of the time must be understood. In this case, the causes, course, and consequences of the Bolshevik Revolution, fear of the spread of communist influence, US involvement in WWII and its aftermath, provide the framework for evaluating the difficult decisions of leaders, individuals, and groups during this crisis.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ Why was communism feared and what aspects of American life did it threaten?</li> <li>▪ What was the essence of the disagreement between the US and the USSR?</li> <li>▪ What is the common good? Who determines it? What contributions should a citizen make toward the common good?</li> <li>▪ How are alliances among nations part of the common good?</li> <li>▪ What are appropriate citizen responses when a government pursues immoral courses of action?</li> <li>▪ What effects did scientific and technological advancements have on Americans?</li> <li>▪ What were the main causes of and countries involved in the Cold War?</li> <li>▪ What were the roles of the primary characters in the main events of the Cold War?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Many figures had significant roles in the Cold War era, including: V. I. Lenin, Joseph Stalin, FDR, Winston Churchill, Harry Truman, Dwight D. Eisenhower, George Marshall, Chiang Kai-shek, Mao Zedong, and Douglas MacArthur.</li> <li>▪ Many events contributed to the Cold War including the following: the Bolshevik Revolution, WW II and its results, the fighting on the Eastern Front, the Potsdam Conference, the meetings in Tehran and Yalta, the Soviet formation of satellite nations, the Iron Curtain, the development of nuclear arms, the Berlin airlift, and the formation of NATO.</li> <li>▪ There were many attempts at compromise during this era, including: the use of the Truman Doctrine and the Marshall Plan and the creation of NATO.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ communism, capitalism, labor strikes, satellite nations, containment, alliance, Cold War, Iron Curtain, airlift,</li> </ul> </li> </ul>

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	presidential succession, compromise, anarchists, nativism
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<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Read and interpret primary sources.</li> <li>▪ Memorize required material.</li> <li>▪ Label and memorize map locations.</li> <li>▪ Complete expository writing with documents, readings, and on quizzes and tests.</li> <li>▪ Demonstrate note taking skills.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ol style="list-style-type: none"> <li>a. Develop research questions related to a current social studies issue.</li> <li>b. Select and apply research methods that are appropriate for the purpose of the inquiry.</li> <li>c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.</li> <li>d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.</li> <li>e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.</li> <li>f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations.</li> <li>g. Develop a clear well-supported position.</li> <li>h. Present and defend a well-supported position to a variety of audiences using a prescribed format.</li> <li>i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields including ethical reasoning skills.</li> <li>j. Access and present information ethically and legally.</li> </ol>

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<p><b>Related Maine Learning Results</b></p>	<p>A2.Making Decisions Using Social Studies Knowledge and Skills Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ul style="list-style-type: none"><li>a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.</li><li>b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information.</li></ul> <p>B. Civics and Government</p> <p>B1.Knowledge, Concepts, Themes, and Patterns of Civics/Government Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <ul style="list-style-type: none"><li>a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world.</li><li>b. Evaluate current issues by applying democratic ideals and constitutional principles of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in founding documents.</li><li>c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.</li></ul> <p>B2.Rights, Duties, Responsibilities, and Citizen Participation in Government Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <ul style="list-style-type: none"><li>a. Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.</li><li>e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.</li></ul>
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<p><b>Related Maine Learning Results</b></p>	<p>B3. Individual, Cultural, International, and Global Connections in Civics and Government Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <ul style="list-style-type: none"><li>a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.</li><li>b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures.</li></ul> <p>C. Economics</p> <p>C1. Economic Knowledge, Concept, Themes, and Patterns Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <ul style="list-style-type: none"><li>b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics.</li><li>d. Identify and explain various economic indicators and how they represent and influence economic activity.</li></ul> <p>C2. Individual, Cultural, International, and Global Connections in Economics Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <ul style="list-style-type: none"><li>a. Analyze the role of regional, international, and global organizations that are engaged in economic development.</li><li>b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically diverse.</li></ul>
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<p><b>Related Maine Learning Results</b></p>	<p>D. Geography</p> <p>D1. Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <ol style="list-style-type: none"><li>a. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences.</li><li>b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.</li><li>c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.</li><li>d. Evaluate the impact of change, including technological change, on the physical and cultural environment.</li></ol> <p>D2. Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <ol style="list-style-type: none"><li>a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.</li><li>b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.</li></ol>
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<p><b>Related Maine Learning Results</b></p>	<p>E. History</p> <p>E1. Historical Knowledge, Concepts, Themes, and patterns          Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ol style="list-style-type: none"> <li>a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.</li> <li>b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.</li> <li>c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.</li> <li>d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.</li> </ol> <p>E2. Individual, Cultural, International, and Global Connections in History          Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ol style="list-style-type: none"> <li>a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects.</li> <li>b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.</li> </ol>
<p><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Notes</li> <li>▪ Maps</li> <li>▪ Textbooks readings and questions</li> <li>▪ Reading and interpreting</li> <li>▪ Review game</li> </ul>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Oral questioning during class discussions</li> <li>▪ Reading questions</li> <li>▪ Essay writing</li> <li>▪ Quizzes</li> <li>▪ Review game</li> </ul>

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<p><b>Sample Resources</b></p>	<ul style="list-style-type: none"><li>▪ <u>Readings:</u><ul style="list-style-type: none"><li>○ Roosevelt, Franklin D., Four Freedoms Speech and War With Japan Request</li><li>○ Ambrose, Stephen, <u>Band of Brothers</u></li><li>○ Yalta Conference Proceedings</li><li>○ Churchill, Winston, “Iron Curtain Speech”</li><li>○ North Atlantic Treaty and Orwell’s 1984</li></ul></li><li>▪ <u>Videos:</u><ul style="list-style-type: none"><li>○ <u>Saving Private Ryan</u></li><li>○ <u>Kelly’s Heroes</u></li><li>○ <u>Patton</u></li><li>○ <u>The Longest Day</u></li><li>○ <u>Platoon</u></li><li>○ <u>We Were Soldiers</u></li><li>○ <u>The Cold War Comes Home</u></li><li>○ <u>CNN Cold War Series</u></li></ul></li></ul>
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