

Social Studies
The Cold War
Unit 3: The Cold War Heats Up

<p>Essential Understandings</p>	<ul style="list-style-type: none">▪ The U.S. containment policies and Communist successes in China and North Korea led to the Korean and Vietnam Wars.▪ Tensions mounted between the United States and the Soviet Union as both tried to spread their influence to the Far East.▪ America slowly involved itself in the wars in Korea and Vietnam as it sought to halt the spread of communism.▪ The wars in Korea and Vietnam had a lasting impact on United States foreign policy.▪ President Kennedy survived major confrontations with the Soviet Union and Cuba, but had trouble getting his domestic policies past Congress.▪ President Kennedy faced some of the most dangerous Soviet-American confrontations of the Cold War.
<p>Essential Questions</p>	<ul style="list-style-type: none">▪ How did Korea and Vietnam become divided into two countries?▪ Why did the United States go to the aid of South Korea and South Vietnam?▪ What are appropriate citizen responses when a government pursues immoral courses of action?▪ What effects did scientific and technological advancements have on the outcome of the wars?▪ What were the main causes of and countries involved in the Cold War?▪ What were the roles of the primary characters in the Korean and Vietnam Wars?▪ How did both wars end and what impact did the results of both wars have on future foreign policy decisions?▪ How did the Berlin Wall Crisis symbolize the Cold War of the 1960s?▪ How people lived with the threat of imminent destruction from a nuclear war and how it affected American politics and everyday life?

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Essential Knowledge	<ul style="list-style-type: none"> ▪ Many figures had significant roles in the Korean and Vietnam Wars including: Harry S. Truman, Dwight D. Eisenhower, Douglas MacArthur, Syngman Rhee, Kim Il Sung, Mao Zedong, John F. Kennedy, Nikita Khrushchev, Fidel Castro, Lyndon Johnson, Richard Nixon, William Westmoreland, William Calley, A. Peter Downey, Robert McNamara, Dean Rusk, Robert Kennedy, Eugene McCarthy, George Wallace, Henry Kissinger, Daniel Ellsberg, Ho Chi Minh and Ngo Diem. ▪ The many varied events and policies of the Korean and Vietnam War Era had marked effects on American foreign policy. These events and policies include: the Chinese Revolution, the division of Korea at the 38th parallel, North Korea’s invasion of the South, MacArthur’s counterattack at Inchon, the Chinese entry into the War, the MacArthur/Truman dispute, the belief in the Domino Theory, the Geneva Accords, the Berlin Wall, the Cuban Missile Crisis, the Bay of Pigs, the draft and trouble at home, Kent State, the Gulf of Tonkin Resolution, Escalation and Vietnamization, the My Lai massacre, the bombing of Cambodia, and the Tet Offensive, and Peace with Honor.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ parallel, Seoul, nationalist, bug out, UN Forces, guerilla, containment, nuclear missiles, flexible response, hot line, Limited Test Ban Treaty, collective security, defense perimeter, guerilla warfare
Essential Skills	<ul style="list-style-type: none"> ▪ Read and interpret primary sources. ▪ Memorize required material. ▪ Label and memorize map locations. ▪ Complete expository writing with documents, readings, and on quizzes and tests. ▪ Demonstrate note taking skills.

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<p>Related Maine Learning Results</p>	<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">a. Develop research questions related to a current social studies issue.b. Select and apply research methods that are appropriate for the purpose of the inquiry.c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations.g. Develop a clear well-supported position.h. Present and defend a well-supported position to a variety of audiences using a prescribed format.i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields including ethical reasoning skills.j. Access and present information ethically and legally. <p>A2. Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ol style="list-style-type: none">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.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.
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**Related
Maine Learning
Results**

- B. Civics and Government
- 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.
- 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.
 - 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.
 - c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.
- 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.
- a. Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.
 - 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.
- 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.
- 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.
 - 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.

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<p>Related Maine Learning Results</p>	<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">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.d. Identify and explain various economic indicators and how they represent and influence economic activity. <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">a. Analyze the role of regional, international, and global organizations that are engaged in economic development.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. <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> <ul style="list-style-type: none">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.b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.d. Evaluate the impact of change, including technological change, on the physical and cultural environment.
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**Related
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Results**

- 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.
- a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.
 - 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.
- E. History
- 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.
- 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.
 - 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.
 - 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.
 - d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.
- 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.
- a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects.
 - 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

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Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Notes ▪ Discussions ▪ Reading and interpreting ▪ Review game ▪ Conduct and interview ▪ Independent research
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Oral questioning during class discussions ▪ Reading questions ▪ Essay writing ▪ Quizzes ▪ Review game ▪ Primary resources
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Readings:</u> <ul style="list-style-type: none"> ○ “The Korean War” - Max Hastings ○ Eisenhower, Dwight D., “Military Industrial Complex” ○ “Thirteen Days/Ninety Miles” - Norman Finkelstein ○ “Because It Is Bitter, and Because It Is My Heart” – Joyce Carol Oates ○ “A Rumor of War” - Philip Caputo ○ Vietnam: A History” - Stanley Karnow ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ <u>Full Metal Jacket</u> ○ <u>JFK</u> ○ <u>Thirteen Days,</u> ○ <u>Platoon</u> ○ <u>We Were Soldiers</u>