**FIS Humanities – Backwards planning template**

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| **2013/14 Teacher(s)** | | **Name of unit** | | **Grade Level** | | **Duration** | |
| **OJH** | | **Causes of the Cold War 1945-49** | | **Grade 11 (SL)** | | **Nine weeks (2x90mins pw)** | |
| **Stage 1 Desired Results** | | | | | | | |
| **FIS (Draft) Humanities Standards based Benchmarks for Grade 11 2013/14**  **Standard 1.** Students will create detailed evaluations of interpretations of change and continuity through time.  **Standard 2.** Students will classify detailed historical sources to facilitate comparison and contrast of causes and effects.  **Standard 4.** Students will classify cultural and intellectual developments within periods of history and report on their impact on change or continuity.  **Standard 7.** Students will construct historical judgements, exemplified by the use of a variety of historical sources. | | | ***Transfer*** | | | | |
| *Students will be able to independently use their learning to…*   * Analyse the causes of other 20th century conflicts * Evaluate the relative importance of long term versus short term causes * Judge the significance of individuals versus elites/ideologies | | | | |
| ***Meaning*** | | | | |
| UNDERSTANDINGS  *Students will understand…*   * Why different interpretations developed as to the causes of the Cold War * The interrelationship between political, economic and social causes of the Cold War * That the start of the Cold War was an historical process rather than an event | | ESSENTIAL QUESTIONS   * Was the Cold War inevitable as the continuation of competition amongst powerful states? * Are wars necessary or desirable? * Do individuals or peoples start wars? | | |
| ***Acquisition*** | | | | |
| *Students will know…*   * The key political and economic concepts of the Cold War * The relationship between the Western states and the USSR before 1945 * The role of key individuals (Stalin, Molotov, Roosevelt, Truman, De Gaulle, Churchill…) * The chronology and details of the key events, particularly in Europe, 1945-49 * A range of interpretations of causation. | | *Students will be skilled at…*   * Advocating positions on the causes of the Cold War that are not necessarily their own * Demonstrating justified balanced analysis of the causes of the Cold War | | |
| **Stage 2 - Evidence** | | | | | | | |
| **Assessment Evidence** | | | | | | |
| PERFORMANCE TASK(S): | **Essays**:   1. *“Analyse the role of the Soviet policy in Central & Eastern Europe 1945-47 in causing the Cold War”*. **Standards 1, 2 & 7** (Week 5) 2. Formative scaffolding: Thematic notes on Soviet policy in Eastern Europe, from Applebaum, written in pairs, peer reviewed & published on class website. 3. Formative scaffolding: Analysis of Soviet intentions & actions from primary documents (Hanhimaki & Judge) 4. Formative scaffolding: Exemplar essays & outlines modelled. Students write outlines in groups of three, publish on class website for peer/teacher review before reflection and modification of group outline into personal essay outline. 5. Summative: Students to write essay at home (within word limit & use of minimum number of sources), using updated outline as a framework. Essay is self and teacher assessed against FIS Humanities criteria. Self/teacher assessment focused on target setting for next essay. 6. *“The Cold War was largely the result of United States policies 1945-49. To what extent do you agree?”* **Standards 1, 2, 4 & 7** (Week 9) 7. Formative scaffolding: Analysis of historians’ interpretations of the origins of the Cold War to classify schools of thought & evidence that they are developed from. 8. Formative scaffolding: Class debate. Students allocated to a theme and called as witnesses to Cold War trial. Students need to provide a written submission to the “court” online detailing evidence of the role of their theme in the origins of the Cold War. Submissions prepared collaboratively as homework, “trial” in class and differing versions of “judgement” written by likeminded groups. 9. Summative: Students to write essay at home, using the analysis from debate as a framework. Essay is self, peer and teacher assessed against the FIS criteria. Targets are set for next essay.   **Screencasts**:   1. *“Did relations between the West & the Soviet Union 1917-45 mean that a Cold War was inevitable?”* **Standards 1, 2, 4, 7** (Week 2) 2. Formative scaffolding: Analysis of relationships between Western states & the USSR through documents 1917-45 3. Formative scaffolding: Comparison & contrast of ideological approaches 1917-45 & their likelihood to facilitate stability or create tension. 4. Summative: In groups of three, students to publish a “documentary” to the class website evaluating whether pre-existing (1917-45) relationships and structures made a Cold War inevitable after 1945. Peer-reviews as “critics”. 5. *“Why was Germany such a source of tension in the origins of the Cold War?”* **Standards 1, 2, 7** (Week 7) 6. Formative scaffolding: Using documents, students analyse the state of Germany in 1945 in order to hypothesise why it would become such a source of tension in the origins of the Cold War 7. Formative scaffolding: Using documents, students analyse different events & actors in Germany until the formation of NATO to gather evidence to test their hypothesis. 8. Summative: In groups of three, students to publish a “documentary” to the class website evaluating their hypothesis as to why Germany was such a source of tension. Peer-review as “critics”. | | | | | |
| OTHER EVIDENCE: | * Class discussion * Quality and range of debate in class online forums * Depth of understanding demonstrated in thematic notes published to class website | | | | | |
| **Stage 3 – Learning Plan** | | | | | | | |
| *Summary of Key Learning Events and Instruction*   * ***W – Ensure that students understand Where the unit is headed and Why?***   + Explain the purpose of studying history and the Causes of the Cold War in particular. Introduce criteria of assessment, details of assessment * ***H – Hook students at the beginning and Hold their attention.***   + Scenario: It is the end of a devastating world war. In pairs, students need to create a new political system for government in 21st century, focused on organising who gets what, when, how and why. Students present their systems and debate the differences between systems to crystallise the importance of ideology in creating tension & dispute. Introduce the Cold War as an ideological conflict and compare to ideological divide in class. * ***E – Equip students with necessary experiences, tools, knowledge and know-how to meet performance goals.***   + Readers provided to introduce students to themes, to engage in independent research. Wide range of historical documents (audio/visual/written) to deconstructing interpretations. Regular use of whiteboards for group work to focus on developing causal explanations and analyse interpretations - Ishikawa diagrams. * ***R – Provide students with numerous opportunities to Rethink big ideas, Reflect on progress and Revise their ideas.***   + Google Groups forum on class website to reflect on each activity and respond to peers. Hypothesising, testing and challenging historical interpretations to rethink big ideas. Peer review through comment function in Google Docs, documentary “critics”, class debate, essay critique encouraging reflection on progress. * ***E – Build in opportunities for students to Evaluate progress and self-assess.***   + Self-assessment and peer-assessment through collaboration in Google Docs, whiteboard group/pair activities, role as documentary “critics”, targeting setting from self/peer review of written work. Students to write a school report card of their performance at the end of the unit. * ***T – Be Tailored to reflect individual talents, interests, styles and needs.***   + Diagnostic assessment of conceptual understanding through “Hook” activity, allowing differentiation of questioning, reading and tasks. Request volunteers for family experience feedback of the Cold War to probe areas of personal interest. * ***O – Be Organised to optimise deep understanding as opposed to superficial coverage.***   + Thematic approach to ensure essential questions are evaluated rather than historical events. Students to hypothesise at the start of a theme and then use historical evidence as the basis to test their hypothesis to enable their critical thinking skills for the performance task, rather than approach it from a “coverage” perspective. | | | | | | | |
| **Resources** | | | | | | | |
| * **Evaluate the extent to which existing ideological tensions (1917-1945) made the Cold War inevitable**   + Chomsky, Noam. *Deterring Democracy*. London: Vintage, 1992. Chapter 1. Print. <http://goo.gl/7hP20v>   + Hanhimäki, Jussi M., and Odd Arne. Westad. *The Cold War a History in Documents and Eyewitness Accounts.* Oxford: Oxford UP, 2004. Chapter 1.1 – 1.8 Print. <http://goo.gl/m7Asyt> * **Assess to what extent the Grand Alliance was really an alliance that broke down or merely a temporary alliance against a common enemy**   + Hanhimäki, Jussi M., and Odd Arne. Westad. *The Cold War a History in Documents and Eyewitness Accounts.* Oxford: Oxford UP, 2004. Chapter 1.9 – 2.3 & 3.5 Print. <http://goo.gl/m7Asyt>   + Judge, Edward H., and John W. Langdon. *The Cold War: A History through Documents*. Upper Saddle River, NJ: Prentice Hall, 1999. Chapters 1-2 & 5-6. Print. * **Analyse the role of Soviet policy in Eastern & Central Europe 1944-47 in causing tension in Europe**    + Applebaum, Anne. *Iron Curtain: The Crushing of Eastern Europe 1944-56*. London: Allen Lane, 2012. Chapters 1-10. print. <http://goo.gl/IaQPxf>   + Hanhimäki, Jussi M., and Odd Arne. Westad. *The Cold War a History in Documents and Eyewitness Accounts.* Oxford: Oxford UP, 2004. Chapter 2.4-2.11 Print. <http://goo.gl/m7Asyt>   + Judge, Edward H., and John W. Langdon. *The Cold War: A History through Documents*. Upper Saddle River, NJ: Prentice Hall, 1999. Chapters 10, 11, 13. Print.   + Reynolds, David. *The Origins of the Cold War in Europe: International Perspectives*. New Haven, CT: Yale UP, 1994. Chapter 2 (Zubok). Print. <http://goo.gl/6DEMtI> * **Analyse the reasons for and impact of the Truman Doctrine and Marshall Plan as US policy in Europe**   + Ambrose, Stephen E., and Douglas Brinkley. *Rise to Globalism: American Foreign Policy since 1938*. New York: Penguin, 2011. Chapter 5. Print. <http://goo.gl/RvhYK5>   + Hanhimäki, Jussi M., and Odd Arne. Westad. *The Cold War a History in Documents and Eyewitness Accounts.* Oxford: Oxford UP, 2004. Chapter 4.1-4.11. Print. <http://goo.gl/m7Asyt>   + Judge, Edward H., and John W. Langdon. *The Cold War: A History through Documents*. Upper Saddle River, NJ: Prentice Hall, 1999. Chapters 7-9. Print.   + Kofsky, Frank. Harry S. *Truman and the War Scare of 1948: A Successful Campaign to Deceive the Nation*. New York: St. Martin's, 1995. Print.   + **McCullough, David G. *Truman*. New York: Simon & Schuster, 1993. Chapter 12. Print.** <http://goo.gl/bhD5G8>   + Reynolds, David. *The Origins of the Cold War in Europe: International Perspectives*. New Haven, CT: Yale UP, 1994. Chapter 1 (Anderson). Print. <http://goo.gl/6DEMtI> * **Survey the importance of Germany in causing the Cold War**   + Hanhimäki, Jussi M., and Odd Arne. Westad. *The Cold War a History in Documents and Eyewitness Accounts.* Oxford: Oxford UP, 2004. Chapter 3.1-3.11. Print. <http://goo.gl/m7Asyt>   + Judge, Edward H., and John W. Langdon. *The Cold War: A History through Documents*. Upper Saddle River, NJ: Prentice Hall, 1999. Chapter 14. Print.   + Reynolds, David. *The Origins of the Cold War in Europe: International Perspectives*. New Haven, CT: Yale UP, 1994. Chapter 3. Print. <http://goo.gl/6DEMtI> * **Hypothesise responsibility for the causes of the Cold War**   + Frankel, Benjamin. *History in Dispute. "The Cold War"* Vol. 6. Detroit: St. James, 2000. P250-255. Print.   + Hobsbawm, Eric John. *Age of Extremes*. London: Abacus, 1995. Print. Chapter 8 <http://goo.gl/2xC7KJ>   + McCullough, David G. *Truman*. New York: Simon & Schuster, 1993. Chapter 11. Print. <http://goo.gl/bhD5G8> (Economic conditions in USA driving the Cold War)   + Vinen, Richard. *A History in Fragments: Europe in the Twentieth Century*. London: Abacus, 2002. Part 3, Chapter 1. Print. <http://goo.gl/7D4y2w> * **Core student texts** * Rogers, Keely, and Jo Thomas. *History: 20th Century World : The Cold War*. Essex: Pearson Education, 2008. Chapters 1 – 4. Print. <http://goo.gl/PWQXbW> * Gaddis, John Lewis. *The Cold War*. London: Penguin, 2007. Chapter 1. Print. <http://goo.gl/1amQ6h> | | | | | | | |
| **Reflection** | | | | | | | |
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