**Causes of the Cold War 1945-49**

Analysis of Unit vis-à-vis Desired Outcomes Statement

Draft

**Knowledgeable**

* Standard 1. Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships. (conceptual, comprehension)
* Standard 2. Students will understand causes and effects of interaction among societies. (conceptual, comprehension)
* Standard 5. Students will understand systems and structures and how these influence individuals. (conceptual, comprehension)
* Standard 6. Students will understand ways in which economies are shaped by geographic and human factors. (conceptual, comprehension)
* Standard 7. Students can select and appropriately apply relevant humanities skills in different contexts. (meta-cognition, application)
  + Gather data through the senses--??
  + Question and pose problems
    - Are wars necessary or desirable?
  + Apply past knowledge to new situations
    - Analyse the causes of conflicts in the rest of the 20th century
  + Strive for accuracy and precision
    - The key political and economic concepts of the Cold War
  + Think and communicate with clarity and precision
    - Class discussions and debates
    - Screencast
  + Reason objectively
    - Demonstrating justified balanced analysis of the causes of the Cold War
  + Think flexibly
    - Advocating positions on the causes of the Cold War that are not necessarily their own
  + Think creatively; imagine and innovate -- ??
  + Identify the consequences of options and actions
    - Evaluate the relative importance of long term versus short term causes
    - Analyse the causes of conflicts in the rest of the 20th century
    - Was the Cold War inevitable as the continuation of competition amongst powerful states? (de Tocqueville)
  + Think strategically
    - That the start of the Cold War was an historical process rather than an event
    - Judge the significance of average individuals versus elites versus ideologies
  + Demonstrates metacognition -- ?? standard, but not assessed??
* Students will know…
  + The key political and economic concepts of the Cold War (factual, comprehension)
  + The relationship between the Western states and the USSR before 1945 (factual, comprehension)
  + The role of key individuals (Stalin, Molotov, Roosevelt, Truman, De Gaulle, Churchill, Atlee) (factual, comprehension)
  + The chronology and details of the key events, particularly in Europe, 1945-49. (factual, comprehension)

**Think like a**

* Historian
  + That the start of the Cold War was an historical process rather than an event
* Social scientist
  + Judge the significance of average individuals versus elites versus ideologies
* Political Scientist
  + Was the Cold War inevitable as the continuation of competition amongst powerful states? (de Tocqueville)
  + Are wars necessary or desirable?
  + Do individuals or peoples start wars?
* Geographer
  + Students will understand ways in which economies are shaped by geographic and human factors.

**Gather and organize information**

* Read
  + Listed resources
  + Online forums
* Media
  + Appropriate videos ???
  + Other students’ screencasts
* Listen
  + Presentations
    - Instructor
    - Other students’ presentations
    - Screencasts
  + Discussions
  + Debates

**Communicate what they know**

* Write
  + Conceptual explanations
  + Online forums
  + Essay (1000-1500 words)
* Media
  + Online forums
  + Screencast
* Speak
  + Discussions
  + Screencast