**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