

DP unit planner 1

Teacher(s)	John Jordan	Subject group and course	Group 3: IB History SL/HL		
Course part and topic	World History: The Cold War – Superpower tensions and rivalries (Part B – Conduct of the Cold War)	SL or HL/Year 1 or 2	SL/HL Y2	Dates	Weeks 5-11 of Semester 2
Unit description and texts		DP assessment(s) for unit			
<p>This is the second of three units about the Cold War, which are Causes of the Cold War; Conduct of the Cold War; End of the Cold War. In this section, students address the following subtopics:</p> <ul style="list-style-type: none"> • Cold War strategies (containment, peaceful coexistence, nuclear deterrence, brinkmanship, détente) • Superpower relations (U. S. – U. S. S. R.; U. S. – P. R. of China; U. S. S. R. – P. R. of China) • Cold War crises (case studies: Korean War, Cuban Missile Crisis) • Cold War leadership (Mao, Brezhnev, Nixon) • Impact of the Cold War (P. R. of China, E. and W. Germany, U. S.) <p>Texts:</p> <p>Fenby, Jonathan, <i>Modern China: The Fall and Rise of the Great Power 1750 - Present</i></p> <p>Gaddis, John Lewis, <i>The Cold War: A New History</i></p> <p>Kennedy, Robert. <i>Thirteen Days: a Memoir of the Cuban Missile Crisis</i></p>		External Assessment: Paper 2 essay			

<p>Kissinger, Henry. <i>Diplomacy</i> (excerpt: Chapter 19 - “The Dilemma of Containment: The Korean War”)</p> <p>Ozment, Steven, <i>A Mighty Fortress: A New History of the German People</i> (excerpt: Chapter 11 – “The Composite German”)</p> <p>Schwarz, Benjamin, “The Real Cuban Missile Crisis” from <i>The Atlantic</i>, Jan/Feb 2013</p> <p>Westad, Odd Arne, <i>Restless Empire: China and the World since 1750</i></p> <p>Zubok, Vladislav, <i>Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev</i></p>	
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INQUIRY: establishing the purpose of the unit

<p>Transfer goals</p> <p><i>List here one to three big, overarching, long-term goals for this unit. Transfer goals are the major goals that ask students to “transfer” or apply, their knowledge, skills, and concepts at the end of the unit under new/different circumstances, and on their own without scaffolding from the teacher.</i></p>
<p>Students will understand that the narratives and arguments advanced by historians are influenced by the historians’ places in time/space (“origin”), preferred historical theories, and access to sources; these influence how they select what information to include and what to omit when they create their narratives or arguments. Students will use this understanding to assess the value and limitations of these historians’ narratives and arguments for their own pursuits of historical truth. (THINKERS, REFLECTIVE)</p> <p>Students will approach their own pursuit of historical truth by starting with an inquiry and then gathering and organizing evidence before formulating claims and a thesis; they will not consciously or subconsciously ignore or exclude evidence because they have a preconceived answer to their inquiry. (INQUIRERS, THINKERS)</p> <p>Students will understand that the Cold War world, while described as “bipolar,” was actually characterized by conflicting and contradictory interests, goals, and attitudes within the two “poles,” and even within the People’s Republic of China, Soviet Union, and the United States themselves; students will apply this knowledge to better understand the pressures that contributed to the end of the Cold War. (KNOWLEDGEABLE, THINKERS)</p>

ACTION: teaching and learning through inquiry

Content/skills/concepts—essential understandings	Learning process <i>Check the boxes for any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.</i>
<p><u>Students will know the following content:</u></p> <ul style="list-style-type: none"> • Origin, meaning, implementation, limitations, and consequences of the U. S. strategy of containment; Soviet/Chinese responses and counterparts • Origin, meaning, implementation, limitations, and consequences of the Soviet strategy of peaceful coexistence; American responses and counterpart • Origin, meaning, implementation, limitations, and consequences of the strategy of nuclear deterrence • Origin, meaning, implementation, limitations, and consequences of the strategy of brinkmanship • Origin, meaning, and implementation of the strategy of détente • Influence of Mao, Brezhnev, and Nixon on the changing relations between the U. S. S. R., P. R. of China, and U. S. 	<p>Learning experiences and strategies/planning for self-supporting learning:</p> <p><input checked="" type="checkbox"/> Lecture</p> <p><input checked="" type="checkbox"/> Socratic seminar</p> <p><input checked="" type="checkbox"/> Small group/pair work</p> <p><input checked="" type="checkbox"/> Powerpoint lecture/notes</p> <p><input type="checkbox"/> Individual presentations</p> <p><input type="checkbox"/> Group presentations</p> <p><input type="checkbox"/> Student lecture/leading</p> <p><input type="checkbox"/> Interdisciplinary learning</p> <p>Details:</p> <p><input type="checkbox"/> Other/s:</p>

<ul style="list-style-type: none"> • How shifting Cold War strategies impacted diplomatic relations between the U. S. and U. S. S. R. • Why U. S. – P. R. of China relations thawed from 1949 – 1976 • Why U. S. S. R. – P. R. of China relations deteriorated from 1949 - 1976 • Causes, impact, and significance of the Korean War • Causes, impact, and significance of the Cuban Missile Crisis • Impact of Cold War tensions on P. R. of China, with emphasis on economic development, domestic politics/policy, and social/cultural life • Impact of Cold War tensions on E. and W. Germany, with emphasis on economic development, domestic politics/policy, and social/cultural life • Impact of Cold War tensions on the U. S., with emphasis on economic development, domestic politics/policy, and social/cultural life <p><u>Students will develop the following skills:</u></p> <ul style="list-style-type: none"> • Extraction of textual evidence that is relevant, based on an inquiry question (KNOWLEDGEABLE) • Development of conclusions based on evidence extracted from text (THINKERS) • Critiquing, defending, and revising conclusions (THINKERS, OPEN-MINDED, REFLECTIVE) • Communicating conclusions, critiques, and defenses verbally (COMMUNICATORS) • Evaluating historians’ perspectives, narratives, and arguments (THINKERS) 	<p>Formative assessment:</p> <p>Formative assessments: Google Docs in which students demonstrate understanding of texts by recording relevant evidence gathered from those texts; student participation in seminars based on evidence gathered from texts (KNOWLEDGEABLE, THINKERS, COMMUNICATORS)</p> <p>Summative assessment:</p> <p>Summative assessment: essays graded using Paper 2 rubric</p> <p>Differentiation:</p> <p><input type="checkbox"/> Affirm identity—build self-esteem</p> <p><input checked="" type="checkbox"/> Value prior knowledge</p> <p><input checked="" type="checkbox"/> Scaffold learning</p> <p><input type="checkbox"/> Extend learning</p> <p>Details: In this unit, students should arrive with prior knowledge of basic Cold War vocabulary, events, and people; introductory lecture/discussions allow students to exchange prior knowledge before being assigned to read more advanced Cold War texts. These exchanges allow students who do not arrive with the same levels of prior knowledge to scaffold what prior knowledge they do have to “bridge the gap” between what they have and what they need to understand the text. (KNOWLEDGEABLE)</p>
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- Synthesizing multiple historians' perspectives with factual evidence to create focused, cohesive, logical written arguments (THINKERS)

Students will grasp the following concepts:

- Historians' narratives and arguments are influenced by their unique places in time/space, preferred historical theories, and access to sources
- Historical arguments should begin with gathering of evidence and proceed to development of claims and thesis
- The Cold War world, while often described as "bipolar," was actually characterized by conflicting interests, goals, and attitudes, even within the two "camps" and even within individual countries
- Cold War strategies were devised as a product of individual leaders' personal characteristics, interests/goals of their countries, and assessments (sometimes incorrect ones) about their own countries' and their opponents' interests/goals and capabilities
- The changing relationships between the three Cold War superpowers were products of individual leaders' personal characteristics and changing perceptions of the interests/goals of their countries
- Cold War crises emerged and were resolved because of changing perceptions of the interests/goals and capabilities of a country and those of their opponents, as well as because of individual leaders' actions
- The impact of the Cold War on the societies of the Cold War world can be seen in economic development, domestic politics/policy, and social/cultural life, but not all such changes that took place during the Cold War should be attributed to Cold War tensions

Approaches to learning (ATL)		
<p>Check the boxes for any explicit approaches to learning connections made during the unit. For more information on ATL, please see the guide.</p> <p><input checked="" type="checkbox"/> Thinking: students encounter contradictory evidence or alternative interpretations of evidence in the texts they read, and must resolve these contradictions through their own cross-referencing and critical examination (THINKERS)</p> <p><input checked="" type="checkbox"/> Social: in seminars, students must practice active listening and communicate disagreements in a civil manner (COMMUNICATORS)</p> <p><input checked="" type="checkbox"/> Communication: in seminars, students must communicate their individual understandings of historical narratives and arguments, their analysis of evidence and their critiques of interpretations, so that other students can understand them; they must then communicate their own arguments in writing on the essay (COMMUNICATORS)</p> <p><input checked="" type="checkbox"/> Self-management: in completing assigned readings, students must manage their time and determine for themselves how much evidence they must gather from each reading to allow them to participate actively in seminars and then write an effective essay; in seminars, they must listen actively and manage their thoughts rather than blurting out information and interrupting others or disagreeing in an uncivil manner (OPEN-MINDED, COMMUNICATORS)</p> <p><input type="checkbox"/> Research</p> <p>Details: see each category above</p>		
Language and learning	TOK connections	CAS connections
<p>Check the boxes for any explicit language and learning connections made during the unit. For more information on the IB's approach to language and learning, please see the guide.</p>	<p>Check the boxes for any explicit TOK connections made during the unit</p>	<p>Check the boxes for any explicit CAS connections. If you check any of the boxes, provide a brief note in the "details" section explaining how students engaged in CAS for this unit.</p>
<p><input checked="" type="checkbox"/> Activating background knowledge</p> <p><input checked="" type="checkbox"/> Scaffolding for new learning</p> <p><input type="checkbox"/> Acquisition of new learning through practice</p> <p><input checked="" type="checkbox"/> Demonstrating proficiency</p>	<p><input checked="" type="checkbox"/> Core theme</p> <p><input type="checkbox"/> Optional themes</p> <p><input checked="" type="checkbox"/> Areas of knowledge</p> <p>Details:</p>	<p><input type="checkbox"/> Creativity</p> <p><input type="checkbox"/> Activity</p> <p><input type="checkbox"/> Service</p> <p>Details:</p>

<p>Details: As noted under “Differentiation” above, in this unit, students should arrive with prior knowledge of basic Cold War vocabulary, events, and people; introductory lecture/discussions allow students to exchange prior knowledge before being assigned to read more advanced Cold War texts. These exchanges allow students who do not arrive with the same levels of prior knowledge to scaffold what prior knowledge they do have to “bridge the gap” between what they have and what they need to understand the text. Finally, it is not exactly “proficiency” but “fluency” demonstrated as students are expected properly employ subject-specific vocabulary in verbal (seminars) and written (essays) communication during this unit.</p>	<p>In this unit, History as an Area of Knowledge is the major focus, especially as the narratives and arguments of American, Russian, and other origins are explicitly examined for evidence that the historians’ places in space/time, preferred historical theories, and access to sources influence their narratives and arguments. Core themes are also addressed as students observe how leaders on all sides of the Cold War interpreted the same sets of facts through their own lenses/perspectives to produce different conclusions. The issue of language’s impact on knowing is addressed as contested language like “imperialism” and even “socialism” (especially between the Soviet Union and China) influenced their growing misunderstanding of each other and growing hostility toward each other.</p>	
<p>Resources</p> <p><i>List and attach (if applicable) any resources used in this unit</i></p>		
<p>In addition to the texts listed above, we learn from videotaped interviews with people who participated or experienced the Cold War directly. We use Google Docs to record and share evidence gathered from texts.</p>		

Stage 3: Reflection—considering the planning, process and impact of the inquiry

What worked well <i>List the portions of the unit (content, assessment, planning) that were successful</i>	What didn't work well <i>List the portions of the unit (content, assessment, planning) that were not as successful as hoped</i>	Notes/changes/suggestions: <i>List any notes, suggestions, or considerations for the future teaching of this unit</i>
<p>The texts are engaging and richly sourced, and they provide ample historical analysis for students to evaluate.</p> <p>Seminars are lively and students are engaged, and they are able to substantiate their verbal claims by making direct references to learnings from the texts.</p>	<p>I tend to find myself disappointed by student performance on the summative assessment essay for this unit; while students do incorporate evidence derived from the texts, their analysis is not as sophisticated as I would hope by this time in the course – toward the end – and this “plays out” in less-than-satisfactory (to me) scores on Paper 2 of the external assessment. I continue to work with students individually to help them develop analytical writing skills.</p>	<p>So far, no credible Cold War history by a P. R. of China or Taiwan-based historian is available to complement the Cold War histories by Gaddis and Zubok that are the base texts for this unit, so for now I rely on two Chinese histories by a British historian (Fenby) and a Norwegian historian (Westad).</p>