

## THE COLD WAR



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# The History Blueprint: The Cold War

A publication of the California History-Social Science Project

University of California, Davis

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Cover: [The Berlin Wall], October 1961. Photographer: Toni Frissell. Source: Library of Congress, <http://www.loc.gov/pictures/item/96506375/>

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## About the History Blueprint

*Creating a Blueprint for History Education: Advancing Instruction, Assessment, Student Learning, and Engagement* is a state-of-the-art program to address deficiencies in K-12 history education by providing a model for national innovation. Developed by the California History-Social Science Project (CHSSP), this initiative is also supported by the Library of Congress, the Walter and Elise Haas Fund and History Channel.

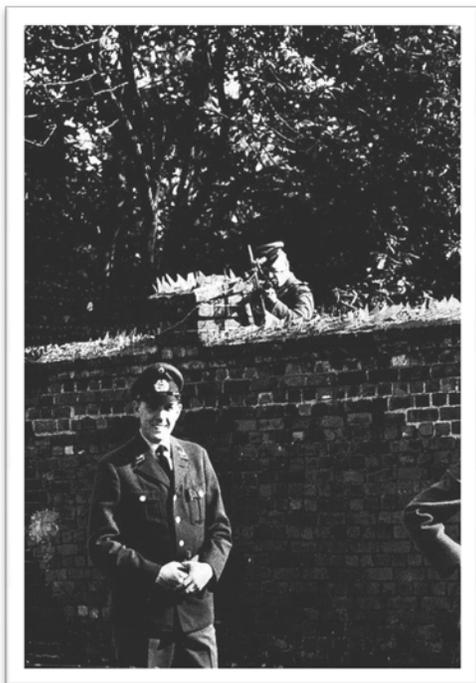
The *Blueprint* curriculum uses research-based strategies to develop critical thinking, reading, and writing to engage students, improve their learning, and address the achievement gap. *Blueprint* includes tools for teachers and parents to measure their students' progress and adapt instruction accordingly. These tools also provide discipline-specific and Common Core Standards-aligned support for English learners and native speakers with low literacy. In sum, the *History Blueprint* provides an effective method to improve student understanding of history, reading comprehension, and writing ability.

**Curriculum.** *Blueprint* curriculum provides comprehensive units of instruction, including background materials, primary sources, detailed lesson plans, and visual resources. All curriculum is aligned with *both* the California Content Standards for History-Social Science and the Literacy in History/Social Studies section of the Common Core State Standards for English / Language Arts. Each unit combines:

- historical investigation - a discipline-specific form of inquiry-based learning
- relevant and carefully selected primary sources
- activities to improve students' reading comprehension and writing ability
- methods to teach students how to discern and evaluate arguments based upon evidence.

**Assessments.** *Blueprint* units feature assessments to measure student content knowledge, Common Core skills, and critical thinking. *Blueprint* curriculum also provides rubrics for assessing student work, examples of student products (with commentary from experienced grade-level teachers), and instructions to guide interpretation and formulate next steps. These formative and summative assessments evaluate students' abilities to:

- read documents critically
- judge claims logically
- draw connections



- compose reasoned arguments
- master content knowledge.

**Teacher Professional Development.** Utilizing its state-wide network of experienced teacher leaders and university scholars, the CHSSP provides in-depth and ongoing professional development programming for teachers implementing *Blueprint* curriculum in their classrooms. Through summer programs, after school workshops, and ongoing online support, CHSSP leaders provide:

- step-by-step instructions to use *Blueprint* resources
- programs to develop teacher content knowledge
- research-based methods to improve student thinking and literacy
- an effective approach to identify student needs quickly and select intervention strategies to meet those needs.

**Support for Student Literacy.** History is a text-based discipline and proficiency in content-specific academic literacy is crucial to student achievement, especially for English Learners. The CHSSP has an innovative research-based approach to literacy development which differs from both other existing history materials and generic academic literacy activities. Educational evaluation studies show that this literacy approach improves students' writing and achievement on standardized tests. The *Blueprint* curriculum units, assessment tools, and professional development programs incorporate literacy development into each lesson with specific strategies to:

- improve student reading comprehension of abstract expository text
- teach students how to write clearly and coherently
- enable English Learners and those reading below grade level to access primary sources, textbooks, and assessments.

**Blueprint Organization.** Each Blueprint unit begins with a list of the major topics (the Lessons) and an overarching Historical Focus Question that guides the unit's organization. In addition, each unit includes a Standards-alignment matrix and assumptions about student literacy and historical content understanding, in order to pinpoint the content and skills teachers need to cover before beginning. Individual lessons within the unit are organized similarly, but also include modifications for student literacy, step-by-step procedures, student worksheets, assessments, and teacher keys. Each step covers not only the procedures, but also a short, clear list of the ideas all students should walk away with from the lesson. Additional tools to support implementation include disciplinary icons to signify historical inquiry, assessment, focus questions, and literacy support.

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# The History Blueprint:

## The Cold War

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### Major Topics:

- ✓ Roots of the Cold War
- ✓ Decolonization and Nationalism
- ✓ Three-World Order
- ✓ American Foreign Policy
- ✓ American Domestic Policy
- ✓ Vietnam
- ✓ End of the Cold War

### Why and how was the Cold War fought?

The Cold War that spanned more than four decades touched nearly every country on earth. The ideological, diplomatic, military, and cultural struggle that started between the Soviet Union and United States went through a number of phases as people and countries in the post-World War II era struggled to define what freedom would mean for them. This unit of study contains two strands – one for world history students and one for U.S. history students. The first path through the Cold War focuses on the origins of the world-wide conflict; the newly emerging nations that had been colonies before World War II, and then after the war had to choose whether to align themselves with the United States or Soviets; the international conflicts that arose as a result of those alliances; and finally the end of the Cold War and the collapse of the Soviet Union. The second path through the Cold War teaches students about the roots of the conflict; the ways in which the American government imagined and implemented anti-communist policies abroad and at home; the effects of the Cold War on individual Americans; the war as it came to Vietnam; and finally the end of the Cold War.

This unit also provides detailed instructions to support student analysis of a number of relevant primary sources, including addresses made by Churchill, Stalin, Truman, Gandhi, Castro, Kennedy, Johnson, Nixon, Reagan, Gorbachev, and dozens of ordinary citizens that experienced the turmoil and daily life of the Cold War. The unit concludes as it begins with a focus on an engaging and historically significant question: *Why and how was the Cold War Fought?*

In addition to teaching students about the Cold War, this unit teaches students how to read, write, and think historically, analyze historical evidence from primary and secondary sources, and make interpretations. Students will practice Common Core reading and writing skills, especially identifying the perspective and point

of view of a source, integrating information from visual and written sources, identifying evidence from sources, using that evidence to support an argument or interpretation, and communicating that argument in well-conceived sentence, paragraph, essay, or explanation.

## Assumptions

This unit is designed for high-school students at all ability levels. Each activity includes instructions for teachers on how to develop students' historical thinking skills, expository reading skills, and writing skills, as well as their understanding of the Cold War. However, students will benefit the most from this unit if they have met the following conditions. (Please note: In many states, including California, the Cold War is included as part of both the 10<sup>th</sup>- (World) and 11<sup>th</sup>- grade (U.S.) History curriculum).

## Student Historical Knowledge

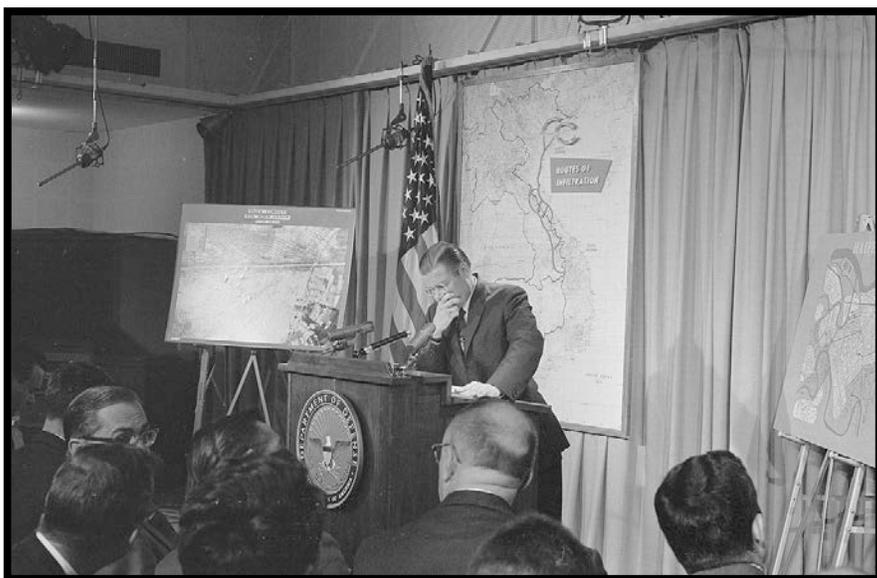
Prior to beginning this unit, students should have a basic understanding of world affairs through World War II. They should be familiar with the axis and allied powers during the war, including the general tensions within each group. Students should also have been exposed to imperialism, colonization, communist revolutions in the first half of the twentieth century, and the general tenets of capitalism and communism.

## Student Disciplinary Skills

This unit of study assumes that students can differentiate between a primary and secondary source and have had experience analyzing primary sources in the past. In addition, students should have some experience analyzing maps, graphs, and charts. They have some practice in organizing events chronologically, and some idea of the differences between historical evidence and interpretation or inference.

## Student Literacy

To benefit from this unit, students do not have to read at grade level, nor do they have to have an advanced vocabulary. Students should know how to annotate text by circling key phrases and terms. They should also be able to synthesize basic information (such as who, what, when, where, etc.) from their text. They should have some practice in writing logical thesis statements.



Secretary of Defense, Robert McNamara during a press conference on Vietnam. Source: *The Library of Congress*: <http://www.loc.gov/pictures/item/2011661229/>

## Authors & Contributors



This unit was co-authored by a large and diverse group of history educators, working under the leadership of the **California History-Social Science Project (CHSSP)** statewide office at the **University of California, Davis**. This effort was led by CHSSP Coordinators **Beth Slutsky** and **Shennan Hutton**, along with **Shelley Brooks**, and **Melissa Jordine** (not pictured), Director of the History Project at Fresno State, and Associate Professor of History, CSU Fresno.

Seven 10<sup>th</sup>- and 11<sup>th</sup>-grade public school teachers from across California contributed lessons for this unit: **Sarah Taylor** (Sacramento City Unified), **Kelly Wilkerson** (Davis Joint Unified), **Rick Selby** (San

Diego Unified), **Beth Anderson** (Saddleback Unified), **Adrienne Karyadi** (Santa Monica Unified), **Gena Arriola-Salas** (Whittier Union High School District), **Emily Markussen Sorsher** (currently UCI History Project), and **Susan Piekarski** (Fremont Unified).

In addition to CHSSP leaders and our team of teacher-authors, UC Davis graduate students **Rajbir Judge**, **Lia Winfield**, and **Eliott Harwell** provided content support. The **History Blueprint Advisory Council** and K-12 school partners provided multiple edits to improve the draft.

Editing was provided by CHSSP Statewide Office Staff, including Coordinators **Slutsky**, **Hutton**, and **Brooks**, as well as Executive Director **Nancy McTygue**, and Assistant Director **Tuyen Tran**.

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