

**Understanding by Design (UbD) Unit Plan**

<b>Title:</b> Tyranny or Treaty	<b>Subject/Course:</b> US history		
<b>Topic:</b> Cold war	<b>Grade:</b> 10th	<b>Designers:</b> Brooklyn Pendleton J.S. Peterson	

**Stage 1 – Desired Results (PLAN)**

**Established Goals:** (What do students need to learn and be able to do?)  
 Essential or Common Core Standards

U.S. II Standard 6.4:  
 Students will research and prioritize the most significant events in the United States and the USSR’s transition from World War II allies to Cold War enemies and superpowers.

U.S. II Standard 6.5:  
 Students will evaluate the impact of using international economic aid and diplomacy to secure national interests, specifically citing case studies of America’s investment in war-torn nations following the war, such as the Marshall Plan and the Berlin Airlift.

Theatre Respond 7.1.-III.a.  
 Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

<p><b>Understandings:</b>  <i>Students will understand that...</i></p> <p>Students will understand that the Cold War was a period of high tensions and careful diplomacy, made manifest by economic, military, technological, political, and cultural differences.</p> <p>Students will understand the types of global events that led to nations that were allied to be Cold War enemies and superpowers.</p>	<p><b>Essential Question/Big Idea:</b></p> <p>What is the line between security and tyranny?</p> <p>How can world powers deal with global conflict?</p>
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<p><i>Students will know....</i></p> <p>Students will know the characteristics of being a world power.</p>	<p><i>Students will be able to....</i></p> <p>Students will be able to evaluate and analyze different points of view in the context of the Cold War.</p>
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## **Stage 2 – Assessment Evidence (STUDY)**

### **Performance Task (How will we know if they learned it?)**

*Summary in GRASPS form*

#### **Goal(s):**

(Scenario for Assignment/Project)

Students will be divided into two groups and given information corresponding to two different imaginary countries. They will be told to look over the information and use it to negotiate a peace treaty with the opposing country. This activity would take place as part of a unit on the Cold War in an American History class.

#### **Role:**

(Student's role)

Students will play the role of foreign dignitaries/emissaries who will use the information available to them in order to broker peace between the two imaginary countries.

#### **Audience:**

(Who will see this information? It can be the teacher only.)

Both the teacher and the students will be engaging in this activity and therefore will be part of the audience.

#### **Situation:**

(How – individually, partners, groups – the goal will be accomplished.)

There will be two groups, each group representing a different country. They will be divided up either by counting off or by simply dividing the room based on where they are sitting.

#### **Performance:**

Students will have a monitored debate/discussion using the information they have been given to come to an agreement that both promotes peace between the two countries and is in the best interest of their own country.

#### **Standards:**

(The criteria for success and how it will be assessed.)

Each student would need to participate meaningfully in the discussion by giving at least one comment that is on-topic with the conversation. Because the debate includes an opening statement, it should be clear that each student in the group has contributed to and agrees with that opening statement that they have prepared during their prep time. Students will be considered successful as long as they participate using the relevant information at hand and make some attempt to compromise with the opposing country while still keeping their own interests in mind.

**Key Criteria:** to reflect Performance Tasks: ***Examples: Rubric, Checklist, etc.***

A basic checklist would be enough to reflect the performance tasks: (attached below)

- Is the group's prep time effectively used?
- Is the opening statement at least one minute long?
- Does each student make at least one comment during the discussion/debate?
- Is it clear that each group has appropriately interpreted their country's information in order to participate in the peace negotiations?
- Are the students respectful of the other country?

**Other Evidence** (How will we know if they learned it?)

Because this is only a twenty-minute lesson and the bulk of it will include the actual discussion/debate itself, there isn't really anything that will be turned in. Most of the evidence will come through observation of the prep time and discussion.

What other evidence (quizzes, observations, homework, etc.) will be collected to determine whether or not Desired Results identified in Stage One have been achieved?

Again, the evidence is primarily observable. The opening statement of the discussion is a good part to focus on, though, as it should show that the students have read through their country's information sheet and have used it to take a specific stance as they attempt to negotiate a peace treaty. Specific comments that individuals make, as well as the overall goals/themes/discussion points between the two groups, are the specific pieces of evidence that would show what students know.

## Stage 3 – Learning Plan (DO)

### Learning Activities (How will students learn it?)

#### Set Up

1. Have the classroom split in half with chairs and tables. Each side should be facing the other.

#### Hook

2. Cold Negotiations
  - a. As students come into the classroom, have them find their seats in the newly configured classroom.
  - b. Once everyone is settled make sure that each side of the room is evenly split into two groups and then give them the information packet for each group.
    - i. Let each group read through the materials.
    - ii. Explain to the students that each group is ambassadors from an imaginary world power during the cold war and after increasing tensions between these two nations, it is looking as if it could lead to a nuclear war unless these two groups can broker peace.
    - iii. The catch is each group has several secret objectives they need to negotiate to get the most out of the peace treaty.
    - iv. The group that gets the most of their objectives agreed during the peace talks will win the negotiation.
    - v. If peace cannot be obtained both teams lose.

#### Process

3. Turbulent tensions
  - a. After explaining the goals of the negotiation give the students 2 minutes to prepare a plan with their team and prepare an opening statement.
  - b. Tell each group that it is an open discussion except for an opening statement given by one person from each group. Or if it turned to a true debate instead of negotiations then moderation from the teacher will be used.
    - i. Moderation will look like giving each group an even amount of time to speak so one side doesn't dominate the talking time.
  - c. Have each group give their opening statements.
  - d. They will then have 10 minutes to negotiate freely.
    - i. Watch each group's strategies being used during the negotiation. Make sure one side is not dominating the conversation, there is a difference between winning a debate and not letting the other side talk.
    - ii. Take notes on what the groups agree to and what they can't agree on. Including what objectives each group archives through negotiations.
4. Resolution?
  - a. After the 10 minutes are up, stop the negotiation.
    - i. As a class goes over each nation's objectives to see which nation got the most from the negotiations.
    - ii. If peace was not brokered then still discuss what each group was trying to achieve and then let them know that because they could find the middle ground that both sides did not get any of their objectives.

#### Resources

Nation #1 info packet printed (attached below)  
Nation #2 info packet printed (attached below)  
2 folders (preferably manila folders labled Top Secret)

## Reflection (ACT)

Were the lessons successful? How do you know? What would you do differently next time?

### **Intervention** (What will we do if students don't learn it?)

We will take a step back and get another broad overview of the events leading up to the Cold War. Pause the debate and have each group do quick research on the climate of the nuclear crisis. Let the groups each prepare a 1-minute closing statement including what they discovered led to this tense time between nations.

### **Enrichment** (What will we do if students do learn it?)

Because our main goal in this lesson is to have students understand events in the Cold War from a variety of perspectives, the focus moving forward would be more on the ideological side rather than a factual side. In other words, our activities and discussions would focus less on the specific facts, dates, details, names, etc.; and focus more on the implications of the Cold War. We would get more in-depth with questions of the validity of world powers or the definitions of "overextending powers."

### Assessment Checklist

1. Is the group's prep time effectively used?
2. Is the opening statement at least one minute long?
3. Does each student make at least one comment during the discussion/debate?
4. Is it clear that each group has appropriately interpreted their country's information in order to participate in the peace negotiations?
5. Are the students respectful of the other country?

Student Name	1	2	3	4	5
a					
b					
c					
d					
e					
f					
g					
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m					
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