

Title: "Guns and Butter"

Subject: US History

Topic: Cold War

Grade: 11

School: Echols County HS

US Containment Policy

Wiregrass History Consortium Unit Plan			
GPS Standard:	SSUSH20		
Concept:	Foreign and Domestic Policy- Cold War		
Essential questions (2-5 questions) (What you want the students to know.)	1) How did the Cold War affect the lives of Americans? 2) What were the opportunity costs involved? 3) Are there current comparisons to be made? 4) What were the social and economic implications?		
Elements (What you want the students to understand.)	a. origins and implications of the containment policy b. impact of communism c. Vietnam War		
Launch Activity (Hook)	Video clip from "The Day the Earth Stood Still" (sci-fi movies about nuclear war). Shows concern for fear of annihilation and need to contain enemies.		
Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	Knowledge: (People) Truman, Marshall, Eisenhower, Kennan, Churchill, HoChiMinh (Vocabulary) satellite nation, Cold War, iron curtain, Truman Doctrine, United Nations, Eastern bloc, Warsaw Pact, NATO, Marshall Plan	(Places): Soviet Union, China, Vietnam, Korea (Times): End of WWII 1950's, 1960's	Skills: Chronology, Political cartoons Primary/secondary sources, Graphic organizers, compare/contrast, map skills
Assessment Evidence: What evidence will show that students met the learning goal?			
Traditional Assessment (Quizzes, Test, Selected Responses)			
Formal exam over terms and concepts with map questions to complete; student responses to essential questions (listed above)			
Portfolio Assessment			
daily journal entries, notes and outlines, graphic organizers, maps			
Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)			
Time Line of events, cause and effect organizer, prediction response (guns or butter?) table			

A rubric will be provided for each performance activity
Student Self-Assessment
Daily reflection log, teacher-student interview, small group discussion summary
Differentiation Associated with this unit
Flexible groups, inquiry, cooperative learning, direct instruction
Resources and instructional tools: Primary and secondary sources, textbook ,video clip (“The Day the Earth Stood Still”, 1956), video clip (“Dr. Strangelove”), Internet access and PowerPoint, maps, speeches

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By: Rolla Hendrickson
 Echols County High School
 Statenville, GA 31648

Email: hendricr@echols.k12.ga.us