

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Russian Studies Honors

November 2023

New Milford Board of Education

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Russian Studies Honors

Grades 11-12

A brief description of the course

Russian Studies is an in-depth introduction to Russian history and culture. The main focus of this course will be on the 19th and early 20th centuries. Students will be engaging in an ever-changing and complex world. Therefore, we will be exploring the implementation of varied political ideologies and their effects economically, politically, and socially in current Russian history. Russian studies also pays particular attention to the diversity of the former Soviet republics, ethnic groups, and the special problems involved in living in present-day Russia. This course is a semester course.

Russian Studies connects with the characteristics identified in New Milford's Vision of a Graduate.

Critical Thinking - Students will engage in critical thinking throughout this course. To think critically, students need to be able to put aside any assumptions or judgments and analyze the information they receive. They need to analyze this information objectively, looking at all sides of the issue to come to a conclusion or a judgment that they can then support.

Communication - Students will learn and practice the art of being effective communicators. They will be encouraged to express their prior knowledge or opinions on various topics throughout the course. They will participate in inquiry-based lessons where they will articulate an issue to be addressed and communicate various points of view. They will be encouraged to listen and respect other students' opinions and acknowledge the impact of both their verbal and nonverbal communication.

Positive Relationships - Students will be encouraged to display respect for one another. They will be encouraged to understand that even though we may not all agree, we can respect others' points of view, and even have constructive interactions with those with whom we do not agree. Students will learn to empathize with people who have experienced harsh economic and social conditions throughout history.

Growth Mindset - Through this course, students will develop belief in themselves, open-mindedness, perseverance, and resilience. In this course, students will make an effort to understand concepts, work to achieve their greatest potential, reflect on past mistakes (both personal and societal), and explore ideas civically to expand their thinking.

Social Awareness - Students will be encouraged to take the perspective of, and empathize with, others, including those from diverse backgrounds, political affiliations, and cultures. Historical, as well as current, events will be used to demonstrate and build on this skill.

Pacing Guide

Unit #	Title	Weeks
1	Russia Today	4
2	Russian Identity	3
3	The Russian Revolution	2
4	Stalin's Russia	3
5	The Cold War	4

<p>ESTABLISHED GOALS</p> <p>HIST 9-12.2: Analyze change and continuity in historical eras.</p> <p>HIST 9-12.4: Analyze multiple and complex causes and effects of events in the past.</p> <p>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.</p> <p>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.</p> <p>M.W. Inq 4 c: Analyze the characteristics and causation of ongoing global problems both past and present using a multidisciplinary lens.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Assess how differing political ideologies affect the society and economy of a nation. Demonstrate how nations continually vie for power in an attempt to dominate economically. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> The democratic government of the US and the communist government of Russia are vastly different entities. Russia's economy and the needs of that economy can lead to international conflict. Vladimir Putin's actions as Russia's president have continually caused tensions with the United States. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What is the connection between a country's form of government and the prosperity of its citizens? Why does Russia engage in constant competition with the world? Why has the Cold War not truly ended?
	Acquisition	

	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The Economic components of Russia • The Structure of the Russian Government • Disaster at Chernobyl and the International Response • Vladimir Putin's Rise to Power • Annexation of Crimea • Russia and Ukraine War 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Determining how the economy of Russia and economic globalization can lead to conflict. • Evaluating the differences between the Democratic government of the United States and the Communist government of Russia. • Explaining why Russia tried to diminish the scale of the disaster at the Chernobyl power plant. • Explaining the constant struggles of each 21st-century U.S. President in dealings with President Vladimir Putin. • Distinguishing between the Annexation of Crimea and the War in Ukraine.
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Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>The teacher created a Rubric with 3 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> - Required elements - Authentic Content - Presentation Style 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand the evidence of...</i></p> <p>There are many aspects of the Cold War that still exist in the relationship between the governments of the United States and Russia; while at the same time, the citizens of the United States and Russia have many commonalities.</p> <p>Goal/challenge - Students will create a Netflix documentary using a template highlighting how many of the underlying themes of the Cold War still exist.</p> <p>Role for Student - Creator of the documentary.</p> <p>Audience - Classmates</p> <p>Situation - Using an inquiry-based model, students will formulate questions they want to be answered about the recent history of Russia. This critical thinking will force them to analyze economic, political, and social differences. At the same time, students will have to appreciate the strain that these differences and subsequent actions affect the citizens of Russia.</p> <p>Product and performance generated by student - Using a Netflix template, students will formulate 4 episodes on various topics from the unit, and provide a detailed summary of each. This summary should show their understanding of the event and/or topic, as well as the implications of the event and/or topic. Students will also be required to formulate 4 similar documentaries that would enhance the audiences' knowledge of these complex topics.</p> <p>Standards/criteria for judging success - A rubric will be provided for the project.</p>

<p>A</p> <p>A, M</p> <p>T, A</p> <p>T, M, A</p> <p>T, M, A</p> <p>T, M, A</p>		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources.</p> <p>Answering questions based on various levels of Bloom's Taxonomy in class discussions.</p> <p>Create written responses to show, organize, analyze, and synthesize political, economic, and social issues presented in class.</p> <p>Multiple Choice and short-answer quizzes.</p> <p>Comparison of various topics.</p>

Code	<i>Pre-Assessment</i>	
	Students will view headlines from current events in Russian history and engage in a class discussion about what they know about the various topics being presented. Students will be asked what their impression is of Russian President Vladimir Putin.	
M	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>The teacher previews the unit with an overview of topics to be examined and students will complete pre-assessment.</p>	<p>Progress Monitoring</p> <p>Monitor student progress through class discussions, and exit tickets.</p> <p>Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.</p> <p>Monitor student progress through various summative assessments which may include inquiry-based projects.</p> <p>Score GRASPS via assignment rubric.</p>
T, M, A	The teacher presents a Google slide presentation introducing students to important Russian historical and government sites, statistics, and facts. Students complete a regional analysis of a Russian Federation.	
T, M, A	The teacher presents an overview of Russian today. Students will complete an analysis of the Russian government and economy.	
T, M, A	The teacher will lead a class discussion on the Chernobyl disaster. Students will respond to various questions and formulate their own questions about the disaster.	
M, A	The teacher will provide primary and secondary sources. Students will use information from readings and class discussions to list the major issues and reforms.	
M, A	The teacher will provide video and reading on the rise of Vladimir Putin. Students will view a documentary and engage in a reading for information activity about Vladimir Putin.	
T, M, A	Teacher will present a Google slide presentation on the Annexation of Crimea and the war in Ukraine. Students will complete a summary and Venn Diagram of the Annexation of Crimea and the war in Ukraine.	

	<p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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ESTABLISHED GOALS		
<p>HIST 9-12.2: Analyze change and continuity in historical eras.</p> <p>HIST 9-12.4: Analyze multiple and complex causes and effects of events in the past.</p> <p>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.</p> <p>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.</p> <p>M.W. Inq 4 c: Analyze the characteristics and causation of ongoing global problems both past and present using a multidisciplinary lens.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Assess how differing political ideologies affect the society and economy of a nation. Demonstrate how nations continually vie for power in an attempt to dominate economically. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> The need for land and trade routes resulted in the conquering and domination by outside entities. Monarchs in Russia claimed the divine right to rule and established absolutism. Fear and uncertainty lead to changes in a government. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What is the connection between a country's form of government and the prosperity of its citizens? How do we make history? Whose story are we telling when we study history?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Economic, political, and social structure of Kiev, Russia. The advancement of Russia under Ivan the Great. The Reign of Ivan the Terrible. The advancement of Russia under Peter the Great and Catherine the Great. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Defining Kiev Russia politically, economically, and socially. Explaining why the rule of Ivan the Great and Ivan the Terrible were vastly different. Describing how the policies of Peter the Great and Catherine the Great led to the advancement of Russian society.

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Teacher created Rubric with 3 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> -Required elements -Authentic Content -Presentation Style 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>The Russian identity is multifaceted. Students are going to explore what it really means to be Russian. Globally we learn so much about the government of Russia, but it is important to learn about its citizenry. The students will combine what they have learned about Russia's past and see how that has evolved throughout Russia's history.</p> <p>Goals/challenges - Students will produce an infographic trying to define what it truly means to be Russian.</p> <p>Role for student - Researcher and producer of the infographic.</p> <p>Audience - Classmates</p> <p>Situation - Using an inquiry-based model, students will formulate questions to get at the heart of the Russian identity. This critical thinking exercise will allow students to analyze Russian Heritage to see how that history has defined who its people really are. Students will be required to gather evidence from various sources to support their definition of what it means to be Russian.</p> <p>Product and Performance generated by Students - The creation of an infographic combining text and visual representation of Russian citizenry. The completed project will show their understanding of Russian Heritage, the role of the Orthodox Church, and how that history impacts Russia today.</p> <p>Standards/criteria for judging success - A rubric will be provided for the project.</p>

A		OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
A, M		Guided reading and note-taking from primary and secondary sources.
T, A		Answering questions based on various levels of Bloom's Taxonomy in class discussions.
T, M, A		Create written responses to show, organize, analyze, and synthesize political, economic, and social issues presented in class.
T, M, A		Multiple Choice and short-answer quizzes.
T, M, A		Comparison of various topics.

Code	Pre-Assessment	
	<p><u>Questions to help complete this portion:</u> Students will be asked how we in the United States view monarchy. What are some pros of having a monarchy and what are some cons of having a monarch? Lastly, students will be asked to share what monarch in history they think was the most popular and explain why.</p>	
M	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
T, M, A	The teacher previews the unit with an overview of topics to be examined. Students complete pre-assessment.	Monitor student progress through class discussions, and exit tickets.
M, A	The teacher presents a Google slide presentation on Russian medieval rulers. Students will work in cooperative groups to create a chronology of Russian medieval rulers and their contributions to Russia's development.	Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.
M, A	The teacher provides readings to students on the adoption of Orthodox Christianity. Students will view a documentary on the practices of the Orthodox Church. Students engage in class discussions and review of material.	Monitor student progress through various summative assessments which may include inquiry-based projects.
M, A	The teacher will lead a class discussion on the various monarchs. Students will complete a question sheet from stations activity and present their own questions for review.	Score GRAPHS via assignment rubric.
T, M, A	The teacher provides students with readings and discussion questions on Peter the Great and Catherine the Great. Students will complete a summary of the successes and failures of each monarch presented by the teacher.	
	<p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

ESTABLISHED GOALS		
<p>HIST 9-12.2: Analyze change and continuity in historical eras.</p> <p>HIST 9-12.4: Analyze multiple and complex causes and effects of events in the past.</p> <p>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.</p> <p>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.</p> <p>M.W. Inq 4 c: Analyze the characteristics and causation of ongoing global problems both past and present using a multidisciplinary lens.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Evaluate how individuals and groups influence or change communities (local, national, global) over time Evaluate the argument used by those in power to exert political and economic control over others. Apply the lessons of the past to better understand other historical/current events and issues and then be able to anticipate and prepare for the future. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Unequal distribution of power sparked a revolution in Russia. The revolution was followed by tremendous social and economic upheaval. Communism can take different forms depending on the needs of the leader. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What is the connection between a country's form of government and the prosperity of its citizens? How do we make history? Whose story are we telling when we study history? What factors contribute to the collapse of an empire?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Fall of the Romanov Dynasty Ideology of Marxism Vladimir Lenin and the Bolsheviks Rise to Power Causes and Effects of the Russian Revolution Economic, political, and social implications of Communism in Russia. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Describing how the people of Russia contributed to and applauded the fall of the Romanov Dynasty. Describing the causes and effects of the Russian Revolution. Explaining how Vladimir Lenin applied the ideology of Marxism to Russia and evaluate its effectiveness.

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Teacher created Rubric with 3 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> -Required elements -Authentic Content -Presentation Style 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>The formation of a communist government in Russia was a startling change. Students will gather primary and secondary sources describing the conditions of Russia that led to the Revolution. Students will be trying to figure out how conditions became so desperate as to lead to this change.</p> <p>Goal/challenge - Students will collaborate to create a WebQuest exploring the causes of the Russian Revolution. In doing so, they will be asked to determine if anything different could have been done to avoid revolution.</p> <p>Role of Student - Each group will consist of 4 students and each student will be assigned one of the following major causes; (1) Actions of the Romanov Monarchy, (2) Economic problems, (3) Social division, (4) Political inequality.</p> <p>Audience - The audience will be given time to engage in one aspect of classmates' WebQuest of their choosing.</p> <p>Situation - Students will research their assigned cause using credible sources. From those sources, they will synthesize information and produce a WebQuest. In addition, students will be asked to determine what, if anything, could have been done differently by the monarchs to avoid revolution.</p> <p>Product and performance generated by student - WebQuest using parameters set by the teacher.</p> <p>Standard/criteria for judging success - A rubric will be provided for the project.</p>

<p>A</p> <p>A, M</p> <p>T, A</p> <p>T, M, A</p> <p>T, M, A</p> <p>T, M, A</p>		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources.</p> <p>Answering questions based on various levels of Bloom's Taxonomy in class discussions.</p> <p>Create written responses to show, organize, analyze, and synthesize political, economic, and social issues presented in class.</p> <p>Multiple Choice and short-answer quizzes.</p> <p>Comparison of various topics.</p>
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Code	Pre-Assessment	
	Students will view political cartoons relating to the topic of communism. Students will be asked to determine the author's point of view and what is the message of the political cartoon.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
M	The teacher previews the unit with an overview of topics to be examined. Students complete Pre-Assessment.	Monitor student progress through class discussions, and exit tickets.
T, M	The teacher presents a Google slide presentation on the Romanov Dynasty. Students engage in class discussions and review of material.	Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.
M, A	The teacher will provide a Google slide presentation, and lead a class discussion on the causes and effects of the Russian Revolution. Students will complete a station activity on peasant life in Russia before the revolution.	Monitor student progress through various summative assessments which may include inquiry-based projects.
M, A	The teacher will provide reading to the class on the Russian Revolution. Students will complete reading for information activity.	Score GRAPHS via assignment rubric.
M, A	The teacher will provide background information in class discussion. Students will complete a summary of the Rise of Vladimir Lenin.	
T, M, A	The teacher will provide a graphic organizer with an introduction to the various forms of communism. Students will complete a comparison of Marxism and Leninism.	
T, M, A	The teacher will present a google slide presentation. Students will analyze the decrees passed by the Bolsheviks and provide examples of how they changed Russian society and the economy.	
M, A	The teacher will provide credible sources to students. Students will	

	<p>create a timeline of the defining events for the period of 1917-1924.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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UbD Template 2.0

UNIT 4: Stalin's Russia

<p>ESTABLISHED GOALS</p> <p>HIST 9-12.2: Analyze change and continuity in historical eras.</p> <p>HIST 9-12.4: Analyze multiple and complex causes and effects of events in the past.</p> <p>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.</p> <p>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence,</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Evaluate how individuals and groups influence or change communities (local, national, global) over time Evaluate the argument used by those in power to exert political and economic control over others. Apply the lessons of the past to better understand other historical/current events and issues and then be able to anticipate and prepare for the future. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What is the connection between a country's form of government and the prosperity of its

<p>relevant examples and pertinent details to contextualize evidence and arguments.</p> <p>M.W. Inq 4 c: Analyze the characteristics and causation of ongoing global problems both past and present using a multidisciplinary lens.</p>	<ul style="list-style-type: none"> Communism can take different forms depending on the needs of the leader. Fear, mistrust, and the desire for world domination resulted in the Cold War. 	<p>citizens?</p> <ul style="list-style-type: none"> How do we make history? Whose story are we telling when we study history?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Joseph Stalin's Rise to Power Communist policies implemented by Joseph Stalin. Relationship between the United States and the Soviet Union at the end of World War 2. Causes and Effects of the Berlin Airlift. Formation of the "Iron Curtain" over Eastern Europe Causes of the Cold War 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Describing how Joseph Stalin came to power and what economic and social policies he implemented. Explaining the tensions at the Potsdam conference between the Allies and the Soviet Union. Describing how the Iron Curtain descended over Eastern Europe both ideologically and realistically. Describing the causes of the Cold War.

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Teacher created Rubric with 3 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> -Required elements -Authentic Content -Presentation Style 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>The application of communist ideas can be different depending on the needs or vision of the dictator. When Stalin took over the Soviet Union, he made political, economic, and social changes. Even though Lenin and Stalin both believed in communism, how they sought to apply the philosophy affected Russia in different ways.</p> <p>Goals/challenge - Students will create an argumentative piece of their choosing to determine if the domestic and international policies implemented by Joseph Stalin benefited the advancement of Russia.</p> <p>Role for student - Investigator and evaluator.</p> <p>Audience - Classmates.</p> <p>Situation - Using a variety of primary and secondary source documents, students will evaluate the effectiveness of the policies implemented by Joseph Stalin and decide if they benefited Russia economically, politically, and socially. Students will have to read the sources for information, synthesize what they have learned, and produce an argumentative piece. Students will be required to have a claim and evidence to support their claim.</p> <p>Product and Performance generated by students - Students can produce a written piece or a digital piece. They will be required to address all aspects of the assignments as directed by the teacher.</p> <p>Standards/criteria for judging success - A rubric will be provided for the project.</p>

A A, M T, A T, M, A T, M, A T, M, A		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources.</p> <p>Answering questions based on various levels of Bloom's Taxonomy in class discussions.</p> <p>Create written responses to show, organize, analyze, and synthesize political, economic, and social issues presented in class.</p> <p>Multiple Choice and short-answer quizzes.</p> <p>Comparison of various topics.</p>

Code	Pre-Assessment	
	Students will be asked what they have previously learned about Joseph Stalin. Students will also be asked why history almost ignores the mass killings that were orchestrated by Stalin.	
M	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> The teacher previews the unit with an overview of topics to be examined. Students complete Pre-Assessment.	Progress Monitoring Monitor student progress through class discussions, and exit tickets.
T, M, A	The teacher presents a Google slide presentation on the economic, political, and social policies of Joseph Stalin. Students complete a graphic organizer evaluating the effectiveness of Joseph Stalin's policies.	Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.
M, A	The teacher provides background reading on Stalin and the Great Terror. Students will view a documentary on the Gulags.	Monitor student progress through various summative assessments which may include inquiry-based projects.
M, A	The teacher will show a documentary on Soviet propaganda. Students will analyze examples of Soviet propaganda using guided questions.	Score GRAPHS via assignment rubric.
T, M, A	The teacher leads a discussion on the Soviet Union's role in World War II. Students will complete a WebQuest on the Battle of Stalingrad.	
M, A	The teacher will introduce the Potsdam Conference. Students engage in class discussions and review of material.	
T, M, A	The teacher provides primary source documents. Students will complete a comparison between the Truman Doctrine and the Marshall Plan.	

	<p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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UbD Template 2.0

UNIT 5: The Cold War

<p>ESTABLISHED GOALS</p> <p>HIST 9-12.2: Analyze change and continuity in historical eras.</p> <p>HIST 9-12.4: Analyze multiple and complex causes and effects of events in the past.</p> <p>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.</p> <p>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.</p> <p>M.W. Inq 4 c: Analyze the characteristics and causation of</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Determine how differing political ideologies can lead to lasting international conflict. • Evaluate the decision-making process that leads up to war. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Fear, mistrust, and the desire for world domination resulted in lasting conflict. • Ideological differences and the fear of expansion of political structures led to the Korean War, the Cuban Missile Crisis, and the Vietnam War. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What is the connection between a country's form of government and the prosperity of its citizens? • How do we make history? • Whose story are we telling when we study history?

ongoing global problems both past and present using a multidisciplinary lens.	<ul style="list-style-type: none"> Poverty, famine, and social unrest led to the collapse of the Soviet Union. 	
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> Space Race between the United States and the Soviet Union Communist support in the Korean War Cuban Missile Crisis Communist support in the Vietnam War Arms Race between the United States and the Soviet Union The Fall of the Soviet Union 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> Describing the implications of the United States and the Soviet Union engaging in the space race. Evaluating the significance of communist backing in both the Korean War and the Vietnam War. Describing how the world was on the brink of nuclear war during the Cuban Missile Crisis. Determining the implications of the United States and the Soviet Union continually being in an arms race. Explaining the reasons that led to the Fall of the Soviet Union.

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Teacher created Rubric with 3 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> -Required elements -Authentic Content -Presentation Style 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Historians tell the story of the Cold War mainly through the lens of the political and/or military leaders of the time. We do not give much attention to how the struggles of the Cold War affected citizens.</p> <p>Goal/challenge - Students will create podcasts with the intent on answering whose story we are telling when we study history. The events of the Cold War usually focus on the arms race or military actions throughout the world. Students will be determining the effects on the citizens of the Soviet Union as the Cold War progressed. Students will be allowed to complete this project with a partner.</p> <p>Role for student - Researcher and producer of the podcast.</p> <p>Audience - Classmates will listen to and critique podcasts of classmates.</p> <p>Situation - Using a variety of primary and secondary source documents. students will evaluate the effects of Cold War events through the eyes of its citizens. They will gather credible sources, and synthesize information to produce their podcast.</p> <p>Product and performance generated by students - Podcasts should consist of a claim and evidence to support that claim. Students will be required to have all aspects of the project as directed by the teacher.</p> <p>Standards/criteria for judging success - A rubric will be provided for the project.</p>

<p>A</p> <p>A, M</p> <p>T, A</p> <p>T, M, A</p> <p>T, M, A</p> <p>T, M, A</p>		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources.</p> <p>Answering questions based on various levels of Bloom's Taxonomy in class discussions.</p> <p>Create written responses to show, organize, analyze, and synthesize political, economic, and social issues presented in class.</p> <p>Multiple Choice and short-answer quizzes.</p> <p>Comparison of various topics.</p>

Code	Pre-Assessment	
	Students will complete a Kahoot to assess their knowledge about various events during the Cold War.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
M	The teacher previews the unit with an overview of topics to be examined. Students complete Pre-Assessment.	Monitor student progress through class discussions, and exit tickets.
M, A	The teacher presents a Google slide presentation on major aspects of the Cold War. Students engage in class discussions and review of material.	Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.
T, M, A	The teacher introduces the Vietnam War and Korean War. Students complete a WebQuest on the Korean War and Vietnam War.	Monitor student progress through various summative assessments which may include inquiry-based projects.
M, A	The teacher provides readings on Soviet Leaders Khrushchev through Gorbachev and students will answer guided questions.	Score GRAPHS via assignment rubric.
M, A	The teacher provides background on the Space Race between the U.S. and Soviet Union. Students will view a documentary about the Space Race and answer viewing questions.	
T, M, A	The teacher provides primary source documents on the Cuban Missile Crisis. Students will analyze primary source documents on the Cuban Missile Crisis using guiding questions.	
T, M, A	The teacher will lead discussion of what it means to have an arms race. Students will complete a stations activity on the arms race throughout the Cold War.	
T, M, A	The teacher provides credible sources. Students will create an annotative timeline of the events leading up to the fall of the Soviet Union.	

	<p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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