

Unit 5: The Cold War Era: Competing Visions of Human Rights

Unit #:	APSDO-00025728	Duration:	3.0 Week(s)	Date(s):	
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Team:
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Grades:
10

Subjects:
Social Studies

Unit Focus

In this unit, students will explore the contrasting political and economic systems in the Soviet Union, China and in the U.S. and Western European democracies. Students will be assessed by researching a dissident movement of 1989 that challenged the established order, and present their findings. Primary instructional materials for this unit include a range of primary and secondary sources, including declarations of policy and aims.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>History/Social Studies: 10</i></p> <ul style="list-style-type: none"> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <i>CCSS.ELA-LITERACY.WHST.9-10.7</i> Compare and contrast treatments of the same topic in several primary and secondary sources. <i>CCSS.ELA-</i> 	<p>T1 (T2) Create question(s) or statement(s) that advance research and analysis.</p> <p>T2 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions.</p> <p>T3 (T4) Communicate information and ideas based on purpose, task and intended audience using appropriate language.</p> <p>T4 (T6) Evaluate how individuals and groups influence or change society.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1</p> <p>Communism and Capitalism offer competing visions of human rights.</p>	<p>Q1</p> <p>Are human rights an all or nothing proposition?</p>

<p><i>LITERACY.RH.9-10.9</i></p> <ul style="list-style-type: none"> • Draw evidence from informational texts to support analysis, reflection, and research. <i>CCSS.ELA-LITERACY.WHST.9-10.9</i> <p>Connecticut Goals and Standards <i>Social Studies : 10</i></p> <ul style="list-style-type: none"> • Analyze change and continuity in historical eras. <i>HIST.9-12.2</i> • Analyze how public policies promote changes, intended and unintended, in society. <i>CIV.9-12.18</i> • Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens' rights. <i>CIV.9-12.19</i> • Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available and the potential uses of the sources. <i>INQ.9-12.5</i> 	<p>U2</p> <p>Dissidents use a range of strategies to challenge political authority.</p> <p>U3</p> <p>The USA and USSR used a wide array of political, economic and military strategies to achieve their aims in the Cold War.</p> <p>U4 (U020) Learners synthesize and evaluate information to form generalizations.</p> <p>U5 (U002) Effective learners evaluate the credibility and accuracy of information.</p>	<p>Q2</p> <p>What were the major disputes about Human Rights in Capitalist and Communist countries?</p> <p>Q3</p> <p>How did dissidents challenge political authority in Communist and Democratic states?</p> <p>Q4 (Q002) How do I know whether this source can be trusted?</p>
Acquisition of Knowledge and Skill		
Knowledge		Skills
<p>K1</p> <p>There were similarities and differences among Democratic/Capitalistic and Communist nations, resulting in tense competition, including an arms and space race</p> <p>K2</p> <p>Governments use direct and indirect strategies to identify, infiltrate, limit, and/or eradicate resistance movements</p> <p>K3</p> <p>Governments used brinkmanship, detente, and proxy wars to capture their interests</p> <p>K4</p> <p>Essential Concepts/Terms: Berlin Wall, Capitalism, Communism, Velvet Revolution, KGB, CIA, Vaclav Havel, Consumer Shortages, Kitchen Debate, de-Stalinization, Khrushchev,</p>	<p>S1</p> <p>Compare and contrast the opportunities and limits for women, social welfare programs, political and artistic expression</p> <p>S2</p> <p>Analyze the motives, strategies and success of dissident movements</p> <p>S3</p> <p>Evaluate the Revolutions of 1989: China, Eastern Europe, and Russia</p> <p>S4</p> <p>Determine meaning of words and phrases in text, including words and phrases describing political, social and economic aspect of history</p> <p>S5 Identify multiple perspectives of the same event, idea, or position and examine the</p>	

	Gorbachev, Tiananmen Square, Perestroika, Glasnost, brinkmanship, detente, proxy wars	rhetoric and details that lead to varying interpretations
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