

**The Cold War**  
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# **The Cold War**

## **The Most Dangerous Moment.**

If the Cuban Missile Crisis was the most dangerous passage of the Cold War, the most dangerous moment of the Cuban Missile Crisis was the evening of Saturday, 27 October 1962, when the resolution of the crisis—war or peace— appeared to hang in the balance . . .

(The National Security Archive  
The George Washington University)

1. Lesson Plan Summary.

A. Students will learn about the Cold War and some of the major roles that were involved during this time. On the first day students will start by answering a bell ringer question in FCAT form. All students will use one sheet of notebook paper to create a CRISS Strategy vocabulary booklet for the vocabulary and definitions. All students will receive three colored sheets of paper. After they finish the vocabulary, the students will create a second CRISS foldable for notes to include discussion on how this affects us in the real world today. All students will work in groups to help each other. The students will be able to use their notes for the test. Groups will be set up. Each group will make a 4-6 frame powerpoint using a different prompt that the teacher has given.

B. Objectives.

1. Identify where and what year did the war began?
2. Analyze what was the purpose of the war and how does it relate to real world today?
3. Determine and name at least 3-4 other major moves that took place during this time and who was involved?

C. US History Event. What and who negotiated the ending of the Cold War?

D. Grade Level – 7 th / 8 th Grade Middle School.

E. Materials needed: Overhead Projector (to show transparencies of), Notebook Paper, Colored Paper, Pencils, Erasers, and Computers.

F. Lesson Time: 90 minutes.

2. See Below.

3. See Below.

4. Assessment. DBQ will be used as an assessment tool for all students.

5. Resources. See below.

**Topic: The Cold War**  
**Concepts: The Cold War Events**

Teacher	Leiva	Grade	7 & 8	Date			Subject	Geography / U. S. American History
Lesson Essential Question SS Standard Key Vocabulary		Activating Thinking Strategies		Teaching Strategies			Summarizing Strategies Assignment and/or Assessment	
<p><b>Key Learning (s)</b></p> <p>The Cold War</p> <p><b>Unit Essential Question(s):</b></p> <p>Who was the president that addressed the Cuban Missile Crises?</p> <p>Name at least 3-4 other major moves that took place.</p> <p><b>Lesson Essential Questions:</b></p> <p>What was the cold War?</p>		<p><b>Bell Work:</b> (In FCAT format):</p> <p>What happened during this time?</p> <p>(Collaboratively give a short complete answer using the FCAT box provided.)</p> <p>This information will be presented on the overhead from each group.</p>		<p>Lecturette, information, and questions to present the concepts or skills.</p> <p><u><b>Cold War Timeline</b></u>  <u><b>Cause of Cold War</b></u>  <u><b>Cold War Events</b></u>  <u><b>Effects of the Cold War</b></u>  <u><b>Major Causes of Cold War</b></u>  <u><b>Bay of Pigs</b></u></p> <p>Ask general questions:</p> <ol style="list-style-type: none"> <li>1. Who was the president that addressed the Cuban Missile Crises?</li> <li>2. Name at least 3-4 other major moves that took place.</li> <li>3. What was the cold War?</li> <li>4. Who did the Cold War involve?</li> </ol> <p>Using CRISS strategies: Vocabulary booklet</p>			<p><b>Reinforcement, Review, and Assessment:</b></p> <p>Students will summarize key learnings using their group powerpoint presentations to share their information learned with the rest of the class.</p> <p>CRISS Strategy</p> <p>Powerpoint</p> <p>Overhead Projector</p> <p>Websites</p>	

SS Standard	Thinking Strategies:		Assignment:
SS.A.1.3.1	Reading and gathering information from the internet with given web sites and the textbook.	2 Days (90 minutes total)  In groups:	Have students think and write about things they already know about the Cold War.
SS.A.1.3.2		Students will preview the vocabulary/key terms.	
SS.A.1.3.3	<p>Reading the section: As the students read, they will take notes and gather information from the reading and will write about the events that led to the Cold War under the appropriate tab using a layered book (CRISS Strategy).</p> <p>Key Terms:</p> <ol style="list-style-type: none"> <li>1. Cold War</li> <li>2. President Kennedy</li> <li>3. The Cuban Missile Crises</li> <li>4. Fidel Castro</li> <li>5. The Soviet Union</li> <li>6. The Bay of Pigs</li> <li>7.</li> </ol>	<p>Students will create a layered book to take notes as they read and gather information from the reading and will write about the events under the appropriate tab. The general questions above will be answered in this activity.</p> <p>2 Days (90 minutes)</p> <p>The assigned groups will also begin their powerpoint presentations.</p> <p>The assigned groups will share their powerpoint presentation with the rest of the class. All information from day 1 will be used as a review.</p> <p>1 Day (45 minutes)</p>	<p>Ask general questions for comprehension about the foundations and challenges of Preview Key Terms (vocabulary).</p> <p>Students read about and main events involved using the internet and textbook.</p> <p>Notes Graphic organizers FCAT Practice type questions</p>

**Key Vocabulary:**

Use all of the names, words, and information on the **timeline summary** as vocabulary and put on the classroom word wall. This will help all of the students remember the main information. As the students gather more information, add more words to the classroom word wall.

The students will gather all of their notes review it and will be assessed using extended response questions document based questions (DBQ). All of the students will be using their notes.

**Resources and Materials:**

Textbook *Call to Freedom*, reproducibles, transparencies, computers (internet), notebook paper, colored paper for creating the CRISS strategy booklets, pencils, erasers, and a good learning attitude. Students will use selected websites to gather information needed. Within each group, some of the students will work on sounds, others on pictures, and others on the written presentation for their powerpoint presentations. (Sounds added to the powerpoints are optional).

The students will gather information form these sites:

## GOOGLE.COM



Use [SmithsonianImages.com](http://SmithsonianImages.com) to:

- Search or browse through selected images from Smithsonian collections.
- Download free screen resolution images.

**Assessment:**

The students will be assessed using extended response questions document based questions (DBQ). All of the students will be using their notes, and websites.



