



Unit Planner: 99 Red Balloons

Social Studies 7

Tuesday, May 2, 2017, 6:24AM



Middle School > 2016-2017 > Grade 7 > Humanities > Social Studies 7 > Week 26 - Week 36

Last Updated: Today by Jennifer Doshier

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Inquiry: Establishing the purpose of the unit

<p>Key Concept(s) Key Concepts MYP Key Concepts Key Concepts Global interaction</p> <p>Show details</p> <p>© International Baccalaureate Organization</p>	<p>Related Concepts</p> <p>Ideology</p> <p>Perspective</p>	<p>Global Context</p> <ul style="list-style-type: none"> Identities and relationships <p>An exploration into competition and cooperation ; teams, affiliation, and leadership.</p>
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Statement of Inquiry

Based on **ideology** and **perspectives**, nations often form **cooperative alliances** to protect and expand their military, cultural, and economic interests during **global interaction**.

Inquiry Questions

Factual

- What causes conflicts?
- What is an alliance?

Conceptual

- How does conflict hurt?
- Why are alliances formed?

Debatable

- Is conflict or an alliance worth it?

MYP Objectives

MYP: Individuals and societies (For use from September 2014/January 2015)

Year 3

Objective C: Communicating

In order to reach the aims of individuals and societies, students should be able to:

- communicate information and ideas in a way that is appropriate for the audience and purpose
- structure information and ideas according to the task instructions

Objective D: Thinking critically

In order to reach the aims of individuals and societies, students should be able to:

- summarize information to make valid, well-supported arguments

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Formative and Summative Assessment	Summative Assessment Tasks & Statement of Inquiry
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Final Exam Essay
Summative: Oral: Presentation

Relationship between summative assessment task(s) and statement of inquiry:

Students will investigate how alliances were used to protect cultural interests.

G: To show that based on ideology and perspectives, nations often form cooperative alliances to protect and expand their military, cultural, and economic interests during global interaction.

R: A museum curator

A: The US Government [Representative, Senator, etc.]

S: In the film *The Monuments Men*, we see this in the effort to save important pieces of art. Why is saving art important? What if a similar situation happened today and Paris was under attack. What piece of art from the Louvre should be rescued?

P: Produce a well-delivered presentation that gives detailed reasons why that piece of art should have been saved.

S: Communicating and Thinking Critically



[RUBRIC Monuments Men Project pages](#)

Approaches to Learning (ATL)

Approaches to Learning

MYP

Skill Category: Communication

Skill Clusters:

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

[Show details](#)

Use appropriate forms of writing for different purposes and audiences

Reading, writing and using language to gather and communicate information

∨ [Show details](#)

Read critically and for comprehension

Take effective notes in class

Structure information in summaries, essays and reports pre-publication

Skill Category: Thinking

Skill Clusters:

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

∨ [Show details](#)

Gather and organize relevant information to formulate an argument

Skill Clusters:

X. Transfer skills

Utilizing skills and knowledge in multiple contexts

∨ [Show details](#)

Change the context of an inquiry to gain different perspectives

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Action: Teaching and learning through inquiry

Content

WWI

WWII

The Cold War -

- What factors led to the Cold War?
- Who were the leaders involved?
- What events were related to the Cold War?
- What were the "hot" conflicts of the Cold War?
- What was the policy of containment?
- Why was communism appealing to some and frightening to others?
- Communist Revolution
- After WWII
- Korean War
- Vietnam War
- The Berlin Wall
- Cuba
- Russian invasion of Crimea/interactions with Syria/US election scandal
- How does the Cold War relate to today

Florida Standards:

SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda).

SS.7.C.2.13 Examine multiple perspectives on public and current issues.

SS.7.C.4.1 Differentiate concepts related to United States domestic and foreign policy.

SS.7.C.4.2 Recognize government and citizen participation in international organizations.

SS.7.C.4.3 Describe examples of how the United States has dealt with international conflicts.

Learning Process

Learning experiences & teaching strategies

Activities

(Activities & Teaching Strategies will be merged here)

- Source analysis from WWI
- Socratic Seminar about an eyewitness account of the shooting of the Archduke Ferdinand
- Discussion of WWII as a lead to the Cold War
- Notes/discussion about dictators and WWII

These activities to practice for research

- Russian Revolution Webquest
- Berlin Wall video + notes
- Korean War reading
- Vietnam reading
- Vietnam project

Research Project:

- Write a thesis
- Write reserach questions
- Write and update a research plan
- Research and take notes
- Write an outline
- Write a research paper using proper citations
- Complete a bibliography



[Cold War Unit Overview.pages](#)

Differentiation

- Students chose topics of interest to research for the Cold War Inquiry.
- Students were able to use a variety of texts and videos to complete the research.
- Differentiation will be individualized as needed.

Resources

Carey, John. *Eyewitness to History*. Cambridge, MA: Harvard UP, 1987. Print.

Chu, Gregory H., Susan Wiley. Hardwick, and Donald G. Holtgrieve. *My World Geography*. Boston, MA: Pearson Education, 2011. Print.

Conklin, Wendy. *The Cold War*. N.p.: Teacher Created Materials, 2007. Print.

Maybury, Rick. *World War I: The Rest of the Story and How It Affects You Today, 1870 to 1935*. Placerville, CA: Bluestocking, 2003. Print.

McMahon, Robert J. *The Cold War: A Very Short Introduction*. Oxford: Oxford UP, 2003. Print.

Monuments Men. Twentieth Century Fox Home Entertainment, 2014. DVD.

The Rise and Fall of the Berlin Wall. A&E Networks, 2009. DVD.

Todd, Allan. *History for the IB Diploma: The Cold War*. N.p.: n.p., n.d. Print.

Walker, Martin. *The Cold War: A History*. New York: H. Holt, 1994. Print.

The Wall: A World Divided. PBS, 2010. DVD.

 [AnalyzingAdolfHitlersSpeechesWorksheet.pdf](#)

 [Berlin Wall Sample Paper.pdf](#)

 [causes of ww1.pdf](#)

 [Korean War Reading .pdf](#)

 [01 - Europe Map 1939.pdf](#)

 [01 - Rise Dictators Pop Ups.pdf](#)

 [01 - Rise Militarism Fascism.ppt](#)

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit Unit Reflections
<p>The original inspiration for this unit was a visit to Berlin. Visiting the historical spots along the Berlin Wall I was so inspired to teach about the Cold War, especially when I saw that my own children did not seem to grasp it right away. I bought a lot of materials there.</p> <p>I think there are many opportunities for the students. They already know a little about the Cold War, but not many details. They do understand taking sides as nations from our look at the Middle East.</p>	<p>The students are super engaged in this unit. One of the interesting questions that the students have had is why was the U.S. so worried about communism in other countries. I like that I made the situation in Russia and the Ukraine an option for study. It makes the topic more relevant. The students really enjoyed the video that I showed them on the Berlin Wall. It was just long enough to give them an overview without overwhelming them with too much detail.</p> <p>I found several interactive notebook ideas on Pinterest and Teachers Pay Teachers that the students have really</p>	<p>There were several learning outcomes in this unit. First, the students gained an appreciation of the difficulties during the Cold War. They were particularly impacted by the idea of the Berlin Wall. This really brought them a new perspective on the value of freedom.</p> <p>Another outcome was the development of research skills. The students wrote effective research questions using the "umbrella method" [see attached] and did a great job focusing on their topics while researching. They also practiced using parenthetical citations and writing bibliographies for their sources.</p>

<p>The students enjoy discussing and simulations. I think that there will be opportunities for debate. Also, I think we can make a lot of connections to current events.</p> <p>During the first year of the unit, I included pop music about the Cold War too -- songs like "99 Red Balloons," "Nikita," etc. This was used to create a focus for our research project. This was a bit difficult for the students so going forward, I plan to use the next year's NHD [national history day] theme.</p>	<p>enjoyed.</p> <p>Throughout the unit I tried to build experiences with different primary and secondary sources. We continued to work on OPVL skills with these sources so that when the students began researching on their own they would be able to use a variety of sources. We also practiced inferring from these sources. These experiences aligned with the communication objectives.</p> <p>A main learning engagement was our research project. Leading up to this I gave the students several short articles on the cold war. To practice reading for information, the students read these for content and took reading comprehensions quizzes on the articles. We did these for practice before beginning individual research.</p> <p> The President Putin.JPG</p>	<p>While this is not our first unit that relied heavily on research, I did less "hand-holding" with this unit. I feel that the students will be able to draw upon their research experiences next fall with ease.</p> <p>While this is not an official interdisciplinary unit, it does tie in with Language and Literature's study of <i>Animal Farm</i>.</p> <p> Writing Strong Research Questions.pdf</p>
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