Solar Lesson Plan

Grade Level: 11th

Subject Area: United States History (Cold War)

Materials: Computer, PowerPoint, U.S. Folder, Soviet Union Folder

**Standards:**

* 9–12.2.7 Analyze the origins, foreign policy, events, and domestic consequences of the Cold War (e.g., containment policy, arms race, fear of communism)
* 9–12.1.5 Apply social studies skills (e.g., recognize cause and effect, trends, multiple perspectives, change) in real-life contexts (e.g., backtracking current global issues, Model U.N., mock trials, simulated congressional hearings, parliamentary debates, comparative statistical analysis, mental maps, GPS, GIS).
* 9–12.1.2 Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content.

**Objectives:**

* Students should be able to describe the capitalists and communist ideological war that was the Cold War.
* Students should be able to interpret information, primary sources and secondary sources, and apply them to understand the tension that was felt in the Cold War.
* Students should be able to explain the cause and effect of the U-2 incident on events in the early 1960s.
* Students should be able to give life experience examples to understand the hostilities between the United States and the Soviet Union.
* Students should be able to compare the Cold War with the war on terror that they are living through.

**Learning Activity**

* Students will begin by breaking into two groups chosen by me. The groups will sit on opposite sides of the classroom. Each group will be given a packet of information. Their first step is to read the memo which informs them of the situation, which is compared to the real life event of the U-2 incident.
* After reading though the memo the group will have to look through letters, photos, and documents to make their case for their respected side. I.e., the American side should use the photo of a U-2 plane painted with NASA markings on it to give proof that the U-2 shot down in the Soviet Union was a NASA weather plane.
* The United States group will go first and explain what they think happened to the U-2 plane.
* After presenting their information the Soviet Union side will present their information.
* Each side can bring forth new evidence to support their claims and to not break out into all out nuclear war.
* A synthesis, or debrief, will happen with the students after it is done.

**Assessment:**

* There will be an exit slip that will ask the question “Given your knowledge of the Cold War, what lasting implications could the U-2 incident have had going into the 1960s or what effects did the U-2 incident have on early events in the early 1960s?

**Reflection**