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July 4, 2016

FACDIS Summer Teacher Institute

East Asia Lesson Plan Unit

**The End of World War II and the Rise of the Cold War**

6th Grade US History Social Studies Class

Unit Introduction

This unit of lesson plans is designed for a sixth grade history course. In sixth grade, students study United States history from approximately World War I to present. East Asia has played a prominent place in the last one hundred years of American history, as the United States has had a influential role in the region for many years. This unit of lesson plans will serve to provide students with an introduction to the geography, history, politics, and economics of the East Asia. This understanding will allow students to have a more thorough background on major US events such as World War II, the Korean War, the Vietnam War, and the Cold War. This unit is comprised of six lesson plans and should take approximately 9-10 days to complete in a sixth grade social studies class of approximately 45 minutes.

6th Grade Social Studies Standards

SS.6.E.1 - Compare and contrast the basic characteristics of communism, socialism, and capitalism.

SS.6.G.2 - Compare and contrast historical maps and identify changes in political boundaries as a result of conflicts.

SS.6.G.5 - Locate the major waterways of North America, South America, Europe and the Middle East and examine their impact on transportation and trade.

SS.6.H.CL3.1 - Summarize the rise of totalitarian governments in Germany, Italy, Japan, and the Soviet Union.

SS.6.H.CL3.5 - Investigate the role of the United States in World War II.

SS.6.H.CL4.1 - Cite evidence of the United States' and Soviet Union's dominance as superpowers following World War II.

SS.6.H.CL4.2 - Outline the US policy of containment and the social effects of this policy.

SS.6.H.CL4.3 - Summarize the events of the Cold War (Korean conflict, Vietnam, Cuban Missile Crisis and Space Race).

SS.6.H.CL4.4 - Describe the Soviet Union's domination of Eastern Europe, the rise of the Communist party in China and the building of the Berlin Wall.

SS.6.H.CL4.6 - debate the pros and cons of the impact of nuclear power and analyze how it might relate to the issue of atomic weapons.

**Lesson One: Mapping East Asia**

Objectives:

Students will study the geography and terrain of East Asia in order to create a foundation for their study of the region and its history. Students will examine the major nations, rivers, bodies of waters, mountains, and other geographic features in order to better understand the region.

6th Grade Social Studies Standards:

SS.6.G.2 - Compare and contrast historical maps and identify changes in political boundaries as a result of conflicts.

SS.6.G.5 - Locate the major waterways of North America, South America, Europe and the Middle East and examine their impact on transportation and trade.

Materials:

Materials for this lesson will include a PowerPoint presentation on the geography of East Asia, a laptop, a projector, blank maps of East Asia, colored pencils, and map depictions of East Asia.

Lesson:

Students will examine the geography of East Asia in order to understand how the geography of the region has changed over time and evolved through historical events. Students will view and discuss a PowerPoint discussion on the geography of East Asia. After this, students will complete a map exercise on the region in which they will create their own maps which will depict China, Japan, Vietnam, and Korea and the manners in which these nations have evolved through the 20th century. This exercise will provide students with a solid background on the region in order to ensure a better conversation on the major events of the 20th century in the area.

**Lesson Two: The Dropping of the Atomic Bomb and End of World War II**

Objective:

Students will examine the controversial decision to drop the atomic bomb on the Japanese cities of Hiroshima and Nagasaki. Students will utilize primary source documents, including telegraphs, diary entries, and letters to understand the debate and controversy over President Truman's decision to drop atomic bombs on Japan. Additionally students will understand how the decision impacted the relationship between the United States and Soviet Union.

6th Grade Social Studies Standards:

SS.6.H.CL3.5 - Investigate the role of the United States in World War II.

SS.6.H.CL4.1 - Cite evidence of the United States' and Soviet Union's dominance as superpowers following World War II.

SS.6.H.CL4.6 - debate the pros and cons of the impact of nuclear power and analyze how it might relate to the issue of atomic weapons.

Materials:

Materials for this lesson will include a laptop computer, projector, PowerPoint presentation on the background of the Atomic bomb and copies of a number of primary source excerpts on the debate over the atomic bomb.

Lesson:

Students will begin the lesson by viewing the film clip "Hiroshima: Dropping the Bomb" from the BBC. After this, students will view and discuss a PowerPoint presentation on the background of the push towards the atomic bomb. After the discussion, students will be given primary source excerpts on the atomic bomb, including entries from President Truman's diary, memoirs of prominent American officials, and other sources. Students will read the excerpts with a partner and discuss the conflicting view points on the decision to drop the atomic bomb. Students will also search the sources for evidence of tensions with the Soviet Union and make predictions how this may lead to greater differences between the two nations. Students will conclude the lesson by completing an exit ticket in which they will offer their opinion on whether the atomic bomb should have been used to end World War II.

**Lesson Three: The Origins and Historiography of the Cold War**

Objective:

In this lesson, students will understand the origins and major early events of the Cold War. Students will learn how tensions between the United States and Soviet Union reached a fervor. Students will also examine how the study of the Cold War has evolved through the years to understand how the historiography of an event or time period can change over time.

6th Grade Social Studies Standards:

SS.6.H.CL3.5 - Investigate the role of the United States in World War II.

SS.6.H.CL4.1 - Cite evidence of the United States' and Soviet Union's dominance as superpowers following World War II.

SS.6.H.CL4.2 - Outline the US policy of containment and the social effects of this policy.

SS.6.H.CL4.3 - Summarize the events of the Cold War (Korean conflict, Vietnam, Cuban Missile Crisis and Space Race).

SS.6.H.CL4.4 - Describe the Soviet Union's domination of Eastern Europe, the rise of the Communist party in China and the building of the Berlin Wall.

SS.6.H.CL4.6 - debate the pros and cons of the impact of nuclear power and analyze how it might relate to the issue of atomic weapons.

Materials:

This lesson will require a laptop computer, a projector, a PowerPoint presentation on the origins of the Cold War and the various schools of the study, and copies of Keenan's Long Telegram and Novikov's Telegram.

Lesson:

Students will view a PowerPoint discussion on the origins of the Cold War from World War II. Students will understand how the differences in ideology between the United States and the Soviet Union led to an era of tension and suspicion between the two superpowers. Students will also discuss the various schools of the Cold War historiography to understand how the study of the era has evolved through time. Students will conclude the lesson with a primary source analysis of Keenan's Long Telegram (1946) and Nikolai Novikov's Soviet Long Telegram (1947). This analysis will help students understand the tenuous relationship between the United States and Soviet Union. Students will complete an exit ticket summarizing the lesson on tensions in the Cold War.

**Lesson Four: The Impact of Decolonization on the rise of Communist Governments in Eastern Asia**

Objective:

Students will understand the impact of decolonization on Korea and Vietnam and the manner in which this resulted in the rise of Communist governments in Korea, and Vietnam. Students will compare and contrast the ways in which these nations experienced the rise of the ideology and how it shaped their experiences in the 20th century and influenced the United States' policy of containment.

6th Grade Social Studies Standards:

SS.6.E.1 - Compare and contrast the basic characteristics of communism, socialism, and capitalism.

SS.6.H.CL4.2 - Outline the US policy of containment and the social effects of this policy.

SS.6.H.CL4.4 - Describe the Soviet Union's domination of Eastern Europe, the rise of the Communist party in China and the building of the Berlin Wall.

Materials:

The materials for the lesson will include a laptop computer, a projector, a PowerPoint presentation on decolonization in Korea and Vietnam, pencils and copies of Jules Ferry's 1883 speech in defense of French Imperialism, and Ho Chi Minh's 1930 and 1945 speeches denouncing French imperialism.

Lesson:

Students will view and discuss the History Crash Course video "The Cold War In Asia." This video will discuss the rise of communism and the Cold War in Vietnam and Korea. After the film, students will view a PowerPoint discussion on the rise of communism in Korea and Vietnam. Students will then complete a primary source study by examining Jules Ferry's 1883 speech in defense of French imperialism and Ho Chi Minh's 1930 and 1945 speeches which denounced French imperialism in Vietnam. This primary source exercise will allow students to further their understanding of the material presented in the film and PowerPoint presentation. Students will then create a timeline detailing the decolonization of Korea and Vietnam and the push in both countries towards communism and war with the United States.

**Lesson Five: Understanding the Cuban Missile Crisis Through Primary Sources**

Objective:

Students will understand the events of the Cuban Missile Crisis and will learn how the tense standoff between the United States and the Soviet Union nearly resulted in war between the two superpowers. Students will utilize primary source documents such as the White House recordings of President John F. Kennedy, as well as film clips on the event to understand the importance of tense era in American history.

6th Grade Social Studies Standards:

SS.6.H.CL4.1 - Cite evidence of the United States' and Soviet Union's dominance as superpowers following World War II.

SS.6.H.CL4.2 - Outline the US policy of containment and the social effects of this policy.

SS.6.H.CL4.3 - Summarize the events of the Cold War (Korean conflict, Vietnam, Cuban Missile Crisis and Space Race).

SS.6.H.CL4.6 - debate the pros and cons of the impact of nuclear power and analyze how it might relate to the issue of atomic weapons.

Materials:

The materials needed for this lesson will include a computer and projector, copies of various White House tapes concerning the Cuban Missile Crisis, political cartoons on the crisis, and the film *Thirteen Days*. Students will also need a blank timeline worksheet and pencil in order to complete a timeline of the crisis.

Lesson:

Students will analyze a number of political cartoons concerning the Cuban Missile Crisis. This will allow students to form an opinion on how serious the event was in the American mind. After this analysis, students will lesson to excerpts from a number of President Kennedy's White House recordings concerning the Cuban Missile Crisis. Students will then view and discuss a PowerPoint discussion summarizing the major events of the Cuban Missile Crisis. Students will complete a timeline exercise as they discuss the events to better understand the chronology of the event. Students will conclude the lesson by watching clips from the film *Thirteen Days* to understand how the Cuban Missile Crisis has been portrayed in popular media.

**Lesson Six: The White House Tapes**

Objective:

Students will examine the history of the White House Tapes and learn how various presidents utilized the tapes during their presidency. Students will understand how these tapes aided in the fall of President Nixon during the Watergate scandal. Students will also understand how the White House Tapes can lead to a better understanding and discussion of major events of the 20th century.

6th Grade Social Studies Standards:

SS.6.H.CL3.5 - Investigate the role of the United States in World War II.

SS.6.H.CL4.1 - Cite evidence of the United States' and Soviet Union's dominance as superpowers following World War II.

SS.6.H.CL4.2 - Outline the US policy of containment and the social effects of this policy.

SS.6.H.CL4.3 - Summarize the events of the Cold War (Korean conflict, Vietnam, Cuban Missile Crisis and Space Race).

Materials:

Materials for this lesson will include a laptop computer, a projector, a PowerPoint discussion on the history of the White House Tapes, various excerpts from the White House Tapes, and an analysis worksheet on the tapes.

Lesson:

Students will learn the history of the White House recordings conducted by Roosevelt, Truman, Eisenhower, Kennedy, Johnson, and Nixon during their presidencies. Students will view and discuss a PowerPoint presentation on the history of the recordings and the purpose and quantity of each president's recordings. After the PowerPoint discussion, students will listen to excerpts of numerous tapes of Presidents to understand the various subjects that are discussed. As they listen to the tapes, students will complete an analysis worksheet in which they will review and summarize the materials discussed. Students will conclude the lesson by discussing the importance of the tapes to studying history.