**Module 8.1**

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| **Pre-Assessment** | Complete formative assessment quiz for 8.1  Watch video clip from Thirteen Days (Invitational Rhetoric) or Cuban Missile Crisis in 5 minutes.  Discuss your emotional reaction to the video.  What is really happening?  Discuss at least 2 different ways that this event could have influenced the future. |
| **Reading Activity** | *Suggested pacing: 3 days*  *Day 1:*  Students are given a set of DBQs on the Cold War based on Key Concept 8.1.    Students are assigned in groups to analyze the document(s) using the DBQ guide/chart.  Students are to use H.I.P.P.O to analyze the source then ask three questions pertaining to the document or topic.  *(O will stand for outside information, students are encouraged to complete additional research and cite their sources to obtain outside information).*  \*The guide will be used as a tool to facilitate an in class seminar.  *Day 2:*  The overall question will be presented, and students will discuss their assigned document to the class then ask questions directed to their peers about the document for a more in depth analysis. This can be a round table discussion or set up as a Socratic Seminar. |
| **Writing Activity** | After the discussion, there will be a debrief of what was discussed/learned and a discussion on the “big picture” (contextualization) and a discussion on what historical event or topic reminds them of how the government responded to the threat of communism and the various foreign policies that were implemented during the Cold War.  For homework students will answer the question by writing a thesis statement and brief outline. |
| **Student Product** | The final project will be a complete DBQ essay on the prompt.  *Suggested:* Students are encouraged to post on the class blog questions and feedback during their essay process. (How are you relating this topic to another time period, etc.)  Students can use peer review to grade the DBQ based on the rubric and then it will be turned in for a grade. |