Unit Plan: 11th Grade US History

Unit #5: The Cold War
29 Instructional Days

Unit Overview

Big Idea:
After the dropping of the Atomic bomb on Japan to end WWII, the two remaining Superpowers, the USA and USSR, began a generational arms race that would bring the world to the brink of annihilation while strengthening the US economy and leading to the downfall of European communism.

Unit Goals:
1. To analyze the cultural, historical, economic and political factors that propelled the United States and the Soviet Union into the Cold War.
2. To examine “atomic diplomacy” in the early Cold War years and to determine the extent to which acquisition of atomic weaponry caused or affected the Cold War.
3. To analyze the effects of the arms race on political conflict, hot wars, economic and scientific success (i.e. the space race) and the eventual fall of the Soviet Union.
4. Evaluate historical sources for point of view and historical context
5. Construct and defend a written historical argument using relevant primary and secondary sources as evidence

Enduring Understandings
A. The ideals of freedom, equality, democracy, and economic well being have been powerful motivators throughout our history.
B. The tensions between liberty and equality, liberty and order, region and nation, individualism and the common welfare, cultural diversity and civic unity have shaped U.S. history.
C. The development of the United States has been shaped dramatically by economic growth.
D. Issues in and between other countries dramatically affect the United States and in turn, U. S. policy dramatically affects other countries.

Enduring Understandings Connections
A. Throughout the Cold war the American propaganda machine put forth the argument that the conflict was one of good versus evil and freedom versus oppression. This mindset laid the ground work for the acceptance of American intervention in foreign countries where freedom and liberty were supposed goals. This new foreign policy would lead to hot wars throughout the globe.
B. The totalitarian aggression brought about by the communist regimes in Russia would create a global tension between communist nations and nations based on democratic ideals. This tension would cause confrontations between the opposing political ideologies in proxy wars throughout Europe, Asia, and South America.
C. Through increasing economic strength the US was able to initiate and maintain a global arms race with the USSR. Through increasing American wealth due to the capitalist American economy, the US was able to bring about the eventual collapse of the communist economic system, through its inability to maintain social standards while increasing spending on arms.
D. The foreign policy developed to deal with the threat of global communism by the United States would influence its dealings with all other foreign nations. This overriding fear of communism would force the US to ally itself with oppressive regimes throughout the globe in order to halt the growth of communism. This in turn would set the US on a course of conflict in the Middle East and South America and would lead to the global war on Terror.

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A. How has our understanding of the meaning of freedom, democracy, and economic well being changed over time?  How and in what ways have these ideals shaped our history?

B. How have the tensions between liberty and equality shaped U.S. history?  Where do you stand with regard to these tensions?

C. How has economic growth shaped society, politics, and culture in the U.S.?

D. What issues drive our relations with other nations?  What is America’s role in the world in regard to these issues?
### Documents:
- The Yalta Agreement
- Franklin Roosevelt Betrays China and Japan, 1945
- The Freeman’s Bill of Indictment, 1953
- Secretary Edward Stettinius Defends Yalta, 1949
- Film—The Marshall Plan
- Clark Clifford, Memorandum to President Truman, 1946
- Henry Wallace, Letter to President Truman, 1946
- The Truman Doctrine, 1947
- George Keenan Proposes Containment, 1946
- Harry Truman Appeals to Congress, 1947
- The Chicago Tribune Dissents, 1947
- The World Through Soviet Eyes, 1946
- Secretary George Marshall Speaks at Harvard, 1947
- Senator Arthur Vandenberg is Favorable, 1947
- Moscow’s Misrepresentations, c.1947
- DBQ: Evaluate the Leadership of Joseph Stalin
- DBQ: The Soviet Union: What Should Textbooks Emphasize?
- Film—CNN Presents the Cold War
- Film—The Berlin Airlift

### Readings:
- Taking Sides 20th Century American History Issue 8: Was the United States Responsible for the Cold War?
- NexText Historical Reader The Atomic Bomb: Truman’s Diary at Potsdam by Harry S. Truman
- NexText Historical Reader The Atomic Bomb: A Petition to the President of the United States by Atomic Scientists
- NexText Historical Reader The Atomic Bomb: Early Morning Test Light Over Nevada, 1955 by Robert Vasquez

### LG 2
Examine the causes and effects of the Korean War.

This should include discussion of
- Fall of China To Communism
- Mao Zedong and Chinese Communism after Chiang Kai-shek
- General MacArthur
- The Demilitarized Zone(DMZ)
- The surrender of troops at the 38th Parallel
- North Korean Invasion of South Korea
- MacArthur’s Counter attack
- Chinese influence in Korea
- MacArthur vs. Truman
- Stalemate in Korea
- The Domino Theory

### Should America have gotten involved in The Korean War?

Habit of Mind: **Evaluating Evidence**

Read widely and critically in order to recognize the difference between fact and opinion, between evidence and assertion; and thereby frame useful questions.

### Documents:
- Film—Unforgettable: The Korean War
- Film—Biography: Mao Tse Tung
- Senator Tom Connally Write off Korea, 1950
- Truman Accepts the Korean Challenge, 1950
- NSC-68 Offers a Blueprint for the Cold War, 1950
- Secretary Acheson Defends NSC-68, 1969
- Truman Assents Civil Supremacy, 1951
- MacArthur Calls for Victory, 1951
- Truman Looks Beyond Victory, 1951
- Gen. MacArthur Farewell Address to Congress April 20 1951
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<th>Habits of Mind: Significance of the Past</th>
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<td>Film—Race to the Moon: The Daring Adventure of Apollo 8</td>
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<td>Film—The Right Stuff</td>
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<td>NexText Historical Reader The Atomic Bomb: Smithsonian Scuttles the Enola Gay Exhibit</td>
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### LG 4 Analyze the impact of the Cold War on the Eisenhower Era and American Civil rights

This should include discussion of
- President Eisenhower
- “I Like Ike”
- fear of communism
- House Un-American Activities Committee (HUAC)
- Loyalty oaths
- Joseph McCarthy
- McCarthyism
- McCarthy vs. The Army
- The Hollywood Ten
- Red Scare
- Communist Sympathizers

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<td>President Eisenhower Calls for open Skies, 1955</td>
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<td>Joseph McCarthy Upholds Guilt by Association, 1952</td>
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<td>A Senator Speaks Up, 1950</td>
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<td>McCarthy Inspires Fear at Harvard, 1954</td>
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<td>The Soviets “Develop” American Spies, 1944</td>
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<td>Joseph McCarthy, Speech at Wheeling Virginia, 1950</td>
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<td>The Court Rejects Segregation, 1954</td>
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• Subversion
• Black Listing
• The Alger Hiss Case
• The Rosenberg’s
• Senate Resolution 301, McCarthy’s censure
• The Atomic Age
• Civil Defense
• Federal Civil Defense Administration (FCDA)
  • Duck and Cover
  • Bomb Shelters

LG 5 Identify and analyze the major events of the Cold War

This should include discussion of
• U-2 Spy Planes
• Shooting down of U-2 Pilot Gary Powers
• Nikita Khrushchev
• Fidel Castro
• Cuban Exiles
• President John F. Kennedy
• The Age of Camelot
• The New Frontier
• Robert F. Kennedy
• The Cuban Missile crisis: events that led to the Crisis, significance, and resolution
• The Bay of Pigs
• The Berlin Wall
• Cuba
• The Hotline and Open Communication
• The Kennedy Assassination
• Test Ban Treaty
• Lee Harvey Oswald
• Assassination of JFK
• Conspiracy Theory behind the assassination
• Warren Commission
• Lyndon B. Johnson

• One Hundred Representatives Dissent, 1956
• Eisenhower Sends Federal Troops, 1957
• The Arkansas Democrat Protests, 1958
• A Black Newspaper Praises Courage, 1958
• Martin Luther King, Asks for the Ballot, 1957
• Joseph Welch Challenges Joseph McCarthy April 22, 1954

Readings:
• Taking Sides 20th Century American History Issue 9: Did Communism Threaten America’s Internal Security after WWII?
• Taking Sides American History Volume II Issue 12: Was Dwight Eisenhower a Great President?
• Howard Zinn: A People’s History of the United States Chapter 16 A People’s War

• How did America respond to the significant events that led the United States and the Soviet Union deeper into the Cold War conflict?

Habit of Mind: Continuity
Comprehend sequential and chronological ordering of events, understanding cause-effect relationships indicated by continuums.

Documents:
• President Kennedy Proclaims a Quarantine, 1962
• Premier Khrushchev Proposes a Swap, 1962
• Kennedy Advances a Solution, 1962
• The Soviets Save Face, 1962
• DBQ: “Why did the Cuban Missile Crisis NOT result in nuclear war?”
• DBQ: Berlin, Korea, Cuba: How Did the US Contain Communism?
• Film—Bay of Pigs Declassified
• Film—Biography: JFK: A Personal Story
• Film—Fidel Castro
• Film—The JFK Assassination
• Film—RFK
• Film—The Cuban Missile Crisis: 3 Men go to War
• Film—The Kennedy’s
• Film—The Men Who Killed Kennedy
• Film—The Wall: A World Divided
• Film—Thirteen Days

Readings:
• Taking Sides 20th Century American History Issue 10: Did Lee Harvey Oswald Kill President Kennedy By Himself?
• Taking Sides American History Volume II Issue 13: Did President Kennedy Effectively Manage the Cuban Missile Crisis?

LG 6 Analyze the impact of the Cold War on the American popular culture and economy

• Why is the 1950s remembered as the Age of Affluence?
• Why did Poverty persist in the age of Affluence?
This should include discussion

- Post war economic boom
- 1950s push towards consumerism
- Truman’s Fair Deal
- Taft-Hartley Act
- Planned Obsolescence
- Cost-of-Living index
- Blue Collar vs. White Collar Workers
- Migration to the suburbs, significance of the suburbs
- The automobile culture as a status symbol
- The Interstate Highway Act
- The American Dream
- The Working Poor
- Poverty Line
- The Baby Boom
- Polio Vaccine
- Rise in Life Expectancy
- Role and Impact of Television as an American Staple
- Development of gender and family roles
- The Beat Movement

Habit of Mind: **Significance of the Past**
Understand the significance of the past to one’s own life and to one’s society.

**Documents:**
- Film—Rebel Without a Cause
- Film—The History of Rock and Roll
- Film—Tupperware: Building an Empire One Bowl at a Time
- Dr. Benjamin Spock Advises Parents of the Baby Boom Generation, 1957
- A Working Mother Lauds the New “Two Income Family”, 1951
- The Move to Suburbia, 1954
- Little Boxes, 1962
- Betty Freidan, The Problem that Has no Name, 1963
- Mr. Levitt Remembers, 1977
- The Teenage Consumer, 1958
- Jack Kerouac, On the Road, 1957
- The Editor’s of Fortune Magazine Celebrate American Affluence, 1955
- Newton Minnow Criticizes the “Vast Wasteland” of Television, 1961
- Women’s Career Prospects, 1950
- Agnes Meyer Defends Women’s Traditional Role, 1950

**Readings:**
- The Way We Lived Essays and Documents in American Social History Volume II Essay: The Baby Boom and the Age of the Subdivision by Kenneth Jackson

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**Measuring and Tracking of Progress towards Learning Goals**

**Measuring Progress towards Learning Goals**
- Daily checks for understanding
- Daily demonstrators of learning to be completed for each Lesson objective

**Tracking Student Progress**
- Weekly averages of Learning Goal demonstrations of learning

**Measuring the Learning Goals**
Students complete Formative assessments after the completion of each learning goal. Formative assessment consists of
- 4 t/f questions
- 4 multiple choice questions
- 2 constructed response questions

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**Measuring and Tracking of Progress towards Unit Goals**

**Measuring the Unit Goals**
Students complete Formative assessments after the completion of each learning goal.
Students complete Formative writing assessments after the completion of each learning goal.

**Tracking Student Progress**
- Weekly graphing of student progress on learning goal formative writing assessments

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Unit Learning Goal

Lesson Objectives

LG 1
LO 1A  SWBAT identify the differences between the American system of capitalism and the Soviet system of communism that fueled the global Cold War.
LO 1B  SWBAT explain the growth of tension between the United States and the Soviet Union after Germany’s defeat and Truman’s ascension to the Presidency
LO 1C  SWBAT describe the early Cold War conflicts over Germany and Eastern Europe, and the failure of the United Nations to resolve Soviet-American tensions
LO 1D  SWBAT identify the American efforts to “contain” the Soviets through the Truman Doctrine, the Marshall plan, and NATO and the Soviet response with the Warsaw Pact.
LO 1E  SWBAT analyze the strategic decision behind the Berlin Airlift during the early Cold War conflicts.

LG 2
LO 2A  SWBAT describe the expansion of the Cold War to east Asia during the Chinese Communist Revolution and the Korean War.
LO 2B  SWBAT identify the causes, effects and major combat events of the Korean War
LO 2C  SWBAT evaluate the American decision to enter the Korean conflict.

LG 3
LO 3A  SWBAT outline the Eisenhower-Dulles approach to the Cold War and the Nuclear arms race with the Soviet Union
LO 3B  SWBAT examine the impact the Cold War had on the American Space Program

Measuring Progress to Unit Goals:
- Students score proficient or advanced on 80% of learning goal formative assessments
- Students score proficient or advanced on 80% of learning goal formative writing assignments
- Students score proficient or advanced on 100% of take home practice

Learning Goal Formative Assessments

| LG 1 | Written Formative Assessment: In a short paragraph explain why the cold war started. DBQ Essay: The Soviet Union: What Should Textbooks Emphasize? |
| LG 2 | Written Formative Assessment: In a short paragraph explain who started the Korean War. Use excerpts from your documents to prove your opinion. Common Formative Assessment |
| LG 3 | Common Formative Assessment |
| LG 4 | Common Formative Assessment |
| LG 5A | DBQ Essay: Berlin, Korea, Cuba: How Did the US Contain Communism? Common Formative Assessment |
| LG 5B | Common Formative Assessment |
| LG 6 | Common Formative Assessment |

Summative Assessment

| Standard Assessment | Students will complete a standard multiple choice assessment on Learning Goals 1, 2, 3, 4, 5 and 6 consisting of 50 multiple choice, short answer, essay, and document based questions. |

Unit Learning Goal Lesson Objectives

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| LG 4 | LO 4A | SBWAT describe the practice of “Eisenhower Republicanism” in the 1950s, including the foreign and domestic consequences of the Cold War |
|      | LO 4B | SBWAT describe the growing concern about Soviet Spying and internal Communist subversion, and the climate of fear it engendered and its impact on civil liberties |
|      | LO 4C | SBWAT describe the rise and fall of McCarthyism and the beginnings of the civil rights movement |
|      | LO 4D | SBWAT analyze the growing anxieties of the Cold and its impact on the home front during the Cold War |

| LG 5 | LO 5A | SBWAT describe the issues and outcome of the tight Kennedy-Nixon presidential campaign of 1960 |
|      | LO 5B | SBWAT analyze the impact of the Construction of the Berlin wall on US and Soviet Cold War Tensions |
|      | LO 5C | SBWAT analyze the impact of the Bay of Pigs on US and Soviet Cold War Tensions |
|      | LO 5D | SBWAT analyze the impact of the Cuban Missile Crisis on US and Soviet Cold War Tensions. |
|      | LO 5E | SBWAT analyze the success of the American policy of Containment in Berlin, Korea, and Cuba during the early Cold War. |
|      | LO 5F | SBWAT analyze the impact of the Kennedy assassination on the American People |

| LG 6 | LO 6A | SBWAT explain the causes and consequences of the post-World War II economic boom |
|      | LO 6B | SBWAT describe the postwar migrations to the “sunbelt” and Suburbs |
|      | LO 6C | SBWAT explain the changes in American Society and culture brought about by the “Baby Boom.” |
|      | LO 6D | SBWAT describe the changes in the American consumer economy in the 1950s, and their relationship to the rise of popular mass culture |
|      | LO 6E | SBWAT examine the major changes in American Culture in the 1950s, including the rise of popular Jewish, African American, and beat writers. |

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| **LG 3** | LO 3A | GSA: Explain what is meant by the term Nuclear Arms Race.  
LO 3B | Write a short constructed response answering the prompt: Why do you think America was able to beat the Soviet Union to the Moon? |
|----------|-------|--------------------------------------------------|
| **LG 4** | LO 4A | Create a T chart outlining the Foreign and Domestic policies of President Eisenhower during the Cold War.  
LO 4B | GSA: How did the Cold War lead to a new red scare in America during the 1950s?  
LO 4C | In a short paragraph explain how you would have reacted as an American living in the time of McCarthyism  
LO 4D | GSA: Why did the cold war create such anxiety in America? |
| **LG 5** | LO 5A | GSA: Why did Kennedy win the Presidential Election in 1960?  
LO 5B | GSA: Explain how the arms race led to the Bay of Pigs  
LO 5C | GSA: Explain why the Soviets built the Berlin Wall and why it became such a symbol of the Cold War.  
LO 5D | GSA: What was the Cuban Missile Crisis? How did it start?  
LO 5D | GSA: Why was Kennedy successful during the Cuban Missile Crisis?  
LO 5E | Using the documents in class today explain whether or not you think that the policy of containment was successful. Justify your answer using the DBQ.  
LO 5F | Who do you think killed Kennedy? Justify your answer. |
| **LG 6** | LO 6A | GSA: How did the end of World War II lead to the economic boom of the 1950s?  
LO 6B | GSA: Why did Americans move to the suburbs during the 1950s? What was it about the suburbs that made people migrate there?  
LO 6C | GSA: What was the baby boom and how did it effect American society  
LO 6D | GSA: Why do we call the 1950s the age of affluence?  
LO 6E | GSA: Why do you think the American culture and society led to the creation of the beat movement. |

**Instructional Calendar**

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**December 16-19 Finals Week**

**December 20-January 5 Christmas Break**

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**Assignments**

- Chapter Guided Reading Packet
- Learning Goal 1 Formative Assessment: December 7
- Learning Goal 2-3 Formative Assessment: December 11
- Learning Goal 4 Formative Assessment: January 10
- Learning Goal 5A Formative Assessment: January 17
- Learning Goal 5B Formative Assessment: January 24
- DBQ Essay: Containment: January 23
- Summative Multiple Choice Assessment: January 31
- Blog Post Reflection #1: December 19
- Blog Post Reflection #2: January 31
- Summative Writing Assessment: February 3