

The Curtain Falls

End of the Cold War

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Grade Level	9th – 12th Grade	**Time Frame**	90 minutes
Subject	Social Studies	**Duration**	1-2 periods
Course	World History		

Essential Question

Why do governments collapse?

Summary

In this lesson, students examine why the Cold War came to an end. Students watch video footage of the fall of the Berlin Wall, identify reasons the Cold War ended by analyzing data and a reading, and extend their understanding by working in groups to create pie charts that detail the many reasons the Cold War came to an end. Students then summarize their learning by writing a six-word memoir about the end of the Cold War.

Snapshot

Engage

Students view footage from the fall of of the Berlin Wall and identify things they notice and wonder about the video.

Explore

Students analyze a chart comparing demographics of the USSR and the USA around 1980 to identify possible issues within the USSR.

Explain

Students annotate a reading about the various issues that faced the Soviet Union then discuss how those issues contributed to the fall of the USSR.

Extend

Students work in groups to create a pie chart that illustrates the main reasons for the end of the Cold War, justify how they determined which reasons were most important, and review their classmates' charts and reasoning.

Evaluate

Students create a Six-Word Memoir that summarizes what led to the end of the Cold War.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR402: Draw logical conclusions in somewhat challenging passages
REL402: Identify clear comparative relationships in somewhat challenging passages

ACT College and Career Readiness Standards - Writing (6-12)

L&C 401: A score in this range indicates that the writer is able to: -Make adequate word choices that convey the argument with clarity -Make stylistic choices, including voice, tone, and diction, that are appropriate for the given writing purpose and topic

Oklahoma Academic Standards SOCIAL STUDIES (Modern World History)

MWH.C.7.6: Evaluate the conditions leading to the end of the Cold War.

Attachments

- End of the Cold War Student Example—The Curtain Falls.docx
- End of the Cold War Student Example—The Curtain Falls.pdf
- Lesson Slides—The Curtain Falls.pptx
- The End of the Cold War Reading—The Curtain Falls - Spanish.docx
- The End of the Cold War Reading—The Curtain Falls - Spanish.pdf
- The End of the Cold War Reading—The Curtain Falls.docx
- The End of the Cold War Reading—The Curtain Falls.pdf
- USSR and USA Comparison—The Curtain Falls - Spanish.docx
- USSR and USA Comparison—The Curtain Falls - Spanish.pdf
- USSR and USA Comparison—The Curtain Falls.docx
- USSR and USA Comparison—The Curtain Falls.pdf

Materials

- Lesson Slides (attached)
- USSR and USA Comparison handout (attached; one per pair)
- The End of the Cold War Reading handout (attached; one per student)
- End of the Cold War Student Example document (attached)
- Pens or pencils
- Markers or colored pencils
- Large sticky pad paper or poster board (one per group)
- Glue sticks or tape
- Cardstock
- Rulers
- Scissors
- Sticky notes
- Highlighters

15 minutes

Engage

As class begins, give each student one sticky note. Use the attached **Lesson Slides** to guide the lesson.

Display **slide 3** and introduce the I Notice, I Wonder strategy. Tell students that they should watch the video clip and think of something they notice about the video and something they wonder. Play the video on the slide, *Nov. 10, 1989: Celebration at the Berlin Wall*.

After the video, have students reflect on something they noticed and a question they have. Have them write their thoughts on their sticky notes. Invite a few volunteers to share what they wrote.

Teacher's Note: Additional Information

If students have not studied the Berlin Wall in class, provide additional information about the Berlin Wall to help them make connections. Explain the significance of the wall that separated east and west Germany for almost thirty years, which was one factor that led to the end of the Cold War.

Move to **slide 4** and read the essential question. Tell students to think about this question as they complete the lesson, then move to **slide 5** and review the lesson objective with students.

Optional Technology Integration

If students have personal devices, consider creating a Padlet with the column format and add two columns labeled “I Notice” and “I Wonder.” Have students add their thoughts to the Padlet and review them as a class.

20 minutes

Explore

Organize students into pairs and pass out one copy of the attached **USSR and USA Comparison** handout to each pair.

Move to **slide 6** and introduce the WIS-WIM strategy. Tell students to examine the data on the handout and think about how the data might have contributed to issues within the USSR. For the "What I See" portion of the strategy, have students circle or highlight specific pieces of data. Then, have students describe "What It Means" by writing in the margins how each data point may have led to issues in the USSR.

Have each pair then join with another pair of students and share what they saw. Then, invite a few volunteers to share out their thoughts.

Possible Student Responses

Students may have noticed the following:

- The land area of the USSR made it difficult to control
- Low income per capita
- Low monthly salary of a worker
- Low percentage of people that owned a vehicle

15 minutes

Explain

Tell students they will next read more about the reasons for the Soviet Union's collapse. Have students remain in groups of two and pass out one copy of the attached **End of the Cold War Reading** handout to each student. Display **slide 7** and introduce the Why-Lighting strategy. Have students highlight passages that offer possible reasons for the end of the Cold War. Have them explain why they chose to highlight that section in the margins.

Allow time for students to complete the reading. Then, have each pair of students find another pair and compare what they highlighted. Invite volunteers to share what they highlighted and how it contributed to the end of the Cold War.

Possible Student Responses

Students might highlight the following:

- The lack of control citizens had on the supply and demand of goods
- The large amount of money spent on war in Afghanistan
- The movements that Poland and Hungary had to become independent and anti-communist
- The openness of the press resulting in citizens knowing how many issues the USSR was having

25 minutes

Extend

Teacher's Note: Activity Preparation

Prior to class, ensure that art supplies such as card stock, scissors, rulers, glue, markers, and colored pencils are available for students to use.

Organize students into groups of four and provide each group with a piece of large chart paper or poster board. Display **slide 8** and share the Dividing the Pie strategy. Tell students that they should create a pie chart that divides up the reasons for the end of the Cold War into percentages that equal 100%. Around the pie chart, they should add the reasons for assigning each piece a certain percentage. Tell students to create a rough draft of the pie chart before creating a final version on the large chart paper. Encourage students to be creative and add a title and illustrations to their final chart.

Hang the completed pie chart posters around the classroom and provide time for students to view each group's pie chart. Have students compare the different percentage weights that each group decided upon and tell students to look for commonalities between charts.

Optional Technology Integration

If you prefer, you may have students create digital pie charts using a tool such as Google Slides or Canva.

Pie Chart Student Example

See the attached **End of the Cold War Student Example** to see what a completed pie chart might look like.

15 minutes

Evaluate

Tell students to return to their desks after viewing the posters. Invite volunteers to share out similarities and differences they noticed between pie charts.

Give each student one sticky note. Display **slide 9** and introduce the Six-Word Memoirs strategy. Tell students to think of why the Cold War ended and summarize their thoughts into just six words. Draw students attention to the example Six-Word Memoir on the slide to help them think of their own. Have students write their memoirs on their sticky notes.

Invite a few volunteers to share their memoirs. Have students then post their sticky notes on the classroom door or wall as they leave for the day.

Resources

- ABC News. (2009, November 4). *Nov. 10, 1989: Celebration at the Berlin Wall* [Video]. YouTube. https://www.youtube.com/watch?v=snsdDb7KDkg
- K20 Center. (n.d.). Canva. Tech Tools. https://learn.k20center.ou.edu/tech-tool/612
- K20 Center. (n.d.). Dividing the pie. Strategies. https://learn.k20center.ou.edu/strategy/1867
- K20 Center. (n.d.). Google slides. Tech Tools. https://learn.k20center.ou.edu/tech-tool/2335
- K20 Center. (n.d.). I notice, I wonder. Strategies. https://learn.k20center.ou.edu/strategy/180
- K20 Center. (n.d.). Padlet. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1077
- K20 Center. (n.d.). Six-word memoirs. Strategies. https://learn.k20center.ou.edu/strategy/75
- K20 Center. (n.d.). Why-lighting. Strategies. https://learn.k20center.ou.edu/strategy/128
- K20 Center. (n.d.). WIS-WIM. Strategies. https://learn.k20center.ou.edu/strategy/1201