



The History Blueprint: The Cold War (World)

A publication of the California History-Social Science Project

University of California, Davis

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Cover: Berlin Wall, October 1961. Toni Frissell, Photographer. Source: Library of Congress, <http://www.loc.gov/pictures/item/96506375/>

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About the History Blueprint

Creating a Blueprint for History Education: Advancing Instruction, Assessment, Student Learning, and Engagement is a state-of-the-art program to address deficiencies in K-12 history education by providing a model for national innovation. Developed by the California History-Social Science Project (CHSSP), this initiative is also supported by the Library of Congress, the Walter and Elise Haas Fund and History Channel.

The *Blueprint* curriculum uses research-based strategies to develop critical thinking, reading, and writing to engage students, improve their learning, and address the achievement gap. *Blueprint* includes tools for teachers and parents to measure their students' progress and adapt instruction accordingly. These tools also provide discipline-specific and Common Core Standards-aligned support for English learners and native speakers with low literacy. In sum, the *History Blueprint* provides an effective method to improve student understanding of history, reading comprehension, and writing ability.

Curriculum. *Blueprint* curriculum provides comprehensive units of instruction, including background materials, primary sources, detailed lesson plans, and visual resources. All curriculum is aligned with *both* the California Content Standards for History-Social Science and the Literacy in History/Social Studies section of the Common Core State Standards for English / Language Arts. Each unit combines:

- historical investigation - a discipline-specific form of inquiry-based learning
- relevant and carefully selected primary sources
- activities to improve students' reading comprehension and writing ability
- methods to teach students how to discern and evaluate arguments based upon evidence.

Assessments. *Blueprint* units feature assessments to measure student content knowledge, Common Core skills, and critical thinking. *Blueprint* curriculum also provides rubrics for assessing student work, examples of student products (with commentary from experienced grade-level teachers), and instructions to guide interpretation and formulate next steps. These formative and summative assessments evaluate students' abilities to:

- read documents critically
- judge claims logically
- draw connections
- compose reasoned arguments
- master content knowledge.

Teacher Professional Development. Utilizing its state-wide network of experienced teacher leaders and university scholars, the CHSSP provides in-depth and ongoing professional development programming for teachers implementing *Blueprint* curriculum in their classrooms. Through summer programs, after school workshops, and ongoing online support, CHSSP leaders provide:

- step-by-step instructions to use *Blueprint* resources
- programs to develop teacher content knowledge

- research-based methods to improve student thinking and literacy
- an effective approach to identify student needs quickly and select intervention strategies to meet those needs.

Support for Student Literacy. History is a text-based discipline and proficiency in content-specific academic literacy is crucial to student achievement, especially for English Learners. The CHSSP has an innovative research-based approach to literacy development which differs from both other existing history materials and generic academic literacy activities. Educational evaluation studies show that this literacy approach improves students' writing and achievement on standardized tests. The *Blueprint* curriculum units, assessment tools, and professional development programs incorporate literacy development into each lesson with specific strategies to:

- improve student reading comprehension of abstract expository text
- teach students how to write clearly and coherently
- enable English Learners and those reading below grade level to access primary sources, textbooks, and assessments.

Blueprint Organization. Each Blueprint unit begins with a list of the major topics (the Lessons) and an overarching Historical Focus Question that guides the unit's organization. In addition, each unit includes a Standards-alignment matrix and assumptions about student literacy and historical content understanding, in order to pinpoint the content and skills teachers need to cover before beginning. Individual lessons within the unit are organized similarly, but also include modifications for student literacy, step-by-step procedures, student worksheets, assessments, and teacher keys. Each step covers not only the procedures, but also a short, clear list of the ideas all students should walk away with from the lesson. Additional tools to support implementation include disciplinary icons to signify historical inquiry, assessment, focus questions, and literacy support.

The History Blueprint: The Cold War

Major Topics:

- ✓ Roots of the Cold War
- ✓ Decolonization & Nationalism
- ✓ Three-World Order
- ✓ American Foreign Policy
- ✓ American Domestic Policy
- ✓ Vietnam
- ✓ End of the Cold War

Why and how was the Cold War fought?

The Cold War that spanned more than four decades touched nearly every country on earth. The ideological, diplomatic, military, and cultural struggle that started between the Soviet Union and United States went through a number of phases as people and countries in the post-World War II era struggled to define what freedom would mean for them. This unit of study contains two strands – one for world history students and one for U.S. history students. The first path through the Cold War focuses on the origins of the world-wide conflict; the newly emerging nations that had been colonies before World War II, and then after the war had to choose whether to align themselves with the United States or Soviets; the international conflicts that arose as a result of those alliances; and finally the end of the Cold War and the collapse of the Soviet Union. The second path through the Cold War teaches students about the roots of the conflict; the ways in which the American government imagined and implemented anti-communist policies abroad and at home; the effects of the Cold War on individual Americans; the war as it came to Vietnam; and finally the end of the Cold War.

This unit also provides detailed instructions to support student analysis of a number of relevant primary sources, including addresses made by Churchill, Stalin, Truman, Gandhi, Castro, Kennedy, Johnson, Nixon, Reagan, Gorbachev, and dozens of ordinary citizens that experienced the turmoil and daily life of the Cold War. The unit concludes as it begins with a focus on an engaging and historically significant question: *Why and how was the Cold War Fought?*

In addition to teaching students about the Cold War, this unit teaches students how to read, write, and think historically, analyze historical evidence from primary and secondary sources, and make interpretations. Students will practice Common Core reading and writing skills, especially identifying the perspective and point of view of a source, integrating information from visual and written sources, identifying evidence from sources, using that evidence to support an argument or interpretation, and communicating that argument in well-conceived sentence, paragraph, essay, or explanation.

Assumptions

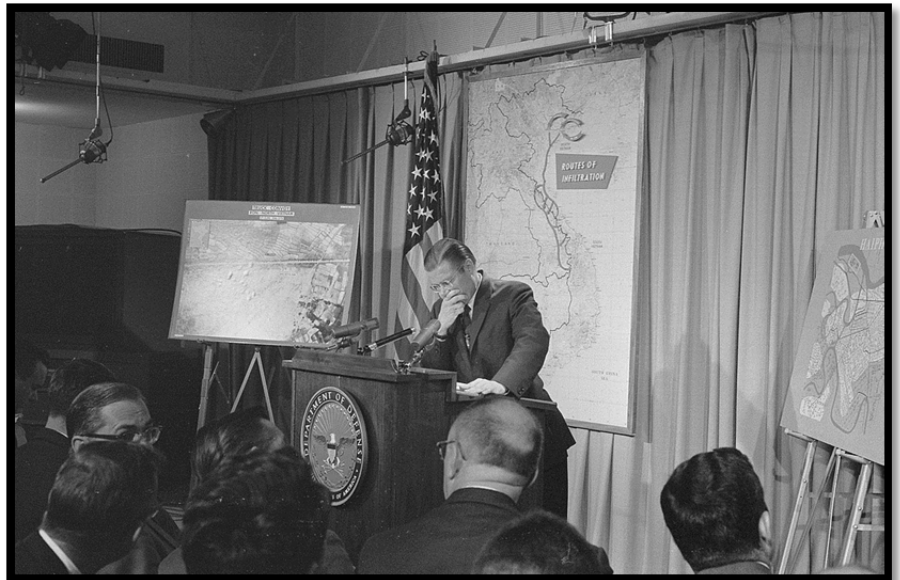
This unit is designed for high-school students at all ability levels. Each activity includes instructions for teachers on how to develop students' historical thinking skills, expository reading skills, and writing skills, as well as their understanding of the Cold War. However, students will benefit the most from this unit if they have met the following conditions. (Please note: In many states, including California, the Cold War is included as part of both the 10th- (World) and 11th- grade (U.S.) History curriculum).

Student Historical Knowledge

Prior to beginning this unit, students should have a basic understanding of world affairs through World War II. They should be familiar with the axis and allied powers during the war, including the general tensions within each group. Students should also have been exposed to imperialism, colonization, communist revolutions in the first half of the twentieth century, and the general tenets of capitalism and communism.

Student Disciplinary Skills

This unit of study assumes that students can differentiate between a primary and secondary source and have had experience analyzing primary sources in the past. In addition, students should have some experience analyzing maps, graphs, and charts. They have some practice in organizing events chronologically, and some idea of the differences between historical evidence and interpretation or inference.



Secretary of Defense, Robert McNamara during a press conference on Vietnam. Source: The Library of Congress: <http://www.loc.gov/pictures/item/2011661229/>

Student Literacy

To benefit from this unit, students do not have to read at grade level, nor do they have to have an advanced vocabulary. Students should know how to annotate text by circling key phrases and terms. They should also be able to synthesize basic information (such as who, what, when, where, etc.) from their text. They should have some practice in writing logical thesis statements.

Authors & Contributors



This unit was co-authored by a large and diverse group of history educators, working under the leadership of the **California History-Social Science Project** (CHSSP) statewide office at the **University of California, Davis**. This effort was led by CHSSP Coordinators **Beth Slutsky** and **Shennan Hutton**, along with **Shelley Brooks**, and **Melissa Jordine** (not pictured), Director of the History Project at Fresno State, and Associate Professor of History, CSU Fresno.

Seven 10th- and 11th-grade public school teachers from across California contributed lessons for this unit: **Sarah Taylor** (Sacramento City Unified), **Kelly Wilkerson** (Davis Joint Unified), **Rick Selby** (San

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In addition to CHSSP leaders and our team of teacher-authors, UC Davis graduate students **Rajbir Judge**, **Lia Winfield**, and **Eliott Harwell** provided content support. The **History Blueprint Advisory Council** (**Tom Adams & Kristen Cruz Allen**, California Department of Education; **Nancy Bier**, SRI; **Kimberly Gilmore**, History Channel; **Karen Haltunnen**, USC; **Anthea Hartig**, California Historical Society; **Anne Hyde**, Colorado College (American Historical Association Representative); **Ralph Lewin**, Cal Humanities; **Betsy Marchand**, Yocha dehe Wintun Nation; **Dante Noto**, University of California; **Mary Schleppegrell**, University of Michigan; **Michael Vann**, Sacramento State University (World History Association Representative); **Sam Wineburg & Joel Breakstone**, Stanford History Education Group) and K-12 school partners provided multiple edits to improve the draft.

Editing was provided by CHSSP Statewide Office Staff, including Coordinators **Slutsky**, **Hutton**, and **Brooks**, as well as Executive Director **Nancy McTygue**, and Assistant Director **Tuyen Tran**.

This unit was made possible by the generous support of the **Library of Congress**, the **Walter and Elise Haas Fund**, and **History Channel**, in addition to **California History-Social Science Project / California Subject Matter Project** funding.

Standards

California History-Social Science Content Standards 10.9 Students analyze the international developments in the post–World War II world; and **10.10** Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China; and **10.11** Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

10.9.1 Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.

10.9.2 Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.

10.9.3 Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America’s postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.

10.9.4 Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).

10.9.5 Describe the uprisings in Poland (1956), Hungary (1956), and Czechoslovakia (1968) and those countries’ resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.

10.9.6 Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.

10.9.7 Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.

10.9.8 Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

10.10.1 Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

10.10.2 Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

10.10.3 Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

Standards

California History-Social Science Content Standards 11.8 Students analyze the economic boom and social transformation of post–World War II America; and **11.9** Students analyze U.S. foreign policy since World War II.

11.8.4 Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.

11.8.5 Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.

11.8.8 Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

11.9.1 Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.

11.9.2 Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.

11.9.3 Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:

- The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
- The Truman Doctrine
- The Berlin Blockade
- The Korean War
- The Bay of Pigs invasion and the Cuban Missile Crisis
- Atomic testing in the American West, the “mutual assured destruction” doctrine, and disarmament policies
- The Vietnam War
- Latin American policy

11.9.4 List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).

11.9.5 Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.

11.9.6 Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.

Standards

Common Core Reading Standards for Literacy in History/Social Studies and/or Writing Standards (Grades 11-12 Students) taught in this unit:

RH 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

RH3. Evaluate various explanations for actions or events and determine which explanation best accords with the textual evidence, acknowledging where the text leaves matters uncertain.

RH 4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH 5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH 6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH 8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST 1. Write arguments focused on discipline-specific content.

WHST 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST 9. Draw evidence from informational texts to support analysis, reflection, and research.

Standards Alignment by Lesson

California History-Social Science Content Standard, (Grades 10-11)	CWW/A 1: Origins	CWW 2: Decolonization	CWW 3: Principles vs. Practices	CWW 4: Hot Spots Research	CWA 2: Cold War Abroad	CWA 3: Cold War at Home	CWA 4: Vietnam	CWW/A 5: End of the Cold War
10.9.1 Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.	X		X		X			
10.9.2 Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.	X	X	X		X		X	
10.9.3 Understand the importance of the Truman Doctrine and Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.	X	X	X	X	X		X	
10.9.4 Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).			X					X
10.9.5 Describe the uprisings in Poland (1956), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s and people in Soviet satellites sought freedom from Soviet control.		X	X					X

California History-Social Science Content Standards, (Grades 10 and 11)	CWW/A 1: Origins	CWW 2: Decolonization	CWW 3: Principles vs. Practices	CWW 4: Hot Spots Research	CWA 2: Cold War Abroad	CWA 3: Cold War at Home	CWA 4: Vietnam	CWW/A 5: End of the Cold War
10.9.6 Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.		X		X	X			
10.9.7 Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.			X					X
10.9.8 Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States	X	X	X		X			
10.10.1 Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.		X	X	X	X	X	X	X
10.10.2 Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.			X	X			X	X
11.8.4 Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.						X		X
11.8.6 Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.	X				X	X	X	X

California History-Social Science Content Standards, (Grades 10 and 11)	CWW/A 1: Origins	CWW 2: Decolonization	CWW 3: Principles vs. Practices	CWW 4: Hot Spots Research	CWA 2: Cold War Abroad	CWA 3: Cold War at Home	CWA 4: Vietnam	CWW/A 5: End of the Cold War
11.8.8 Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).						X	X	
11.9.1 Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.	X	X			X			
11.9.2 Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.	X	X			X		X	
11.9.3 Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following: The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting; The Truman Doctrine; The Berlin Blockade; The Korean War; The Bay of Pigs invasion and the Cuban Missile Crisis; Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies; The Vietnam War; Latin American policy.	X	X	X	X	X	X	X	X
11.9.4 List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement."			X		X	X	X	X

California History-Social Science Content Standards, (Grades 10 and 11)	CWW/A 1: Origins	CWW 2: Decolonization	CWW 3: Principles vs. Practices	CWW 4: Hot Spots Research	CWA 2: Cold War Abroad	CWA 3: Cold War at Home	CWA 4: Vietnam	CWW/A 5: End of the Cold War
11.9.5 Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.								X
11.9.6 Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.			X		X			X

Common Core Reading Standards for Literacy in History/Social Studies (Grades 11-12 Students)	CWW/A 1: Origins	CWW 2: Decolonization	CWW 3: Principles vs. Practices	CWW 4: Hot Spots Research	CWA 2: Cold War Abroad	CWA 3: Cold War at Home	CWA 4: Vietnam	CWW/A 5: End of the Cold War
RH1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	X	X	X	X	X	X		X
RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	X	X	X	X	X	X	X	X
RH4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	X	X	X		X			X
RH5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contributed to the whole.	X	X			X	X		
RH6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	X	X	X	X	X	X	X	X
RH7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	X	X	X	X	X	X	X	X
RH8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	X	X	X	X	X	X	X	

Common Core Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects (Grades 11-12)	CWW/A 1: Origins	CWW 2: Decolonization	CWW 3: Principles vs. Practices	CWW 4: Hot Spots Research	CWA 2: Cold War Abroad	CWA 3: Cold War at Home	CWA 4: Vietnam	CWW/A 5: End of the Cold War
RH9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.		X	X	X	X	X	X	X
WHST1: Write arguments focused on discipline-specific content.		X	X	X	X	X	X	X
WHST1a: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.		X	X	X	X	X	X	X
WHST1b: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.		X	X	X		X	X	
WHST1c: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.		X	X	X		X	X	
WHST1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		X	X	X		X	X	

Common Core Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects (Grades 6-8)	CWW/A 1: Origins	CWW 2: Decolonization	CWW 3: Principles vs. Practices	CWW 4: Hot Spots Research	CWA 2: Cold War Abroad	CWA 3: Cold War at Home	CWA 4: Vietnam	CWW/A 5: End of the Cold War
WHST1e: Provide a concluding statement or section that follows from and supports the argument presented.		X	X	X		X	X	
WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.		X	X	X	X	X	X	X
WHST2a: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that while precedes it to create a unified whole; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.		X	X	X		X	X	
WHST2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.		X	X	X	X	X	X	
WHST2d: Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.		X	X	X		X	X	
WHST2e: Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).		X	X	X			X	

Common Core Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects (Grades 6-8)	CWW/A 1: Origins	CWW 2: Decolonization	CWW 3: Principles vs. Practices	CWW 4: Hot Spots Research	CWA 2: Cold War Abroad	CWA 3: Cold War at Home	CWA 4: Vietnam	CWW/A 5: End of the Cold War
WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		X	X	X	X	X	X	X
WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				X				
WHST9: Draw evidence from informational texts to support analysis, reflection, and research.		X	X	X	X	X	X	