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Suggested Implementation Guide for Dr. Seuss and the Cold War **Grade 5**

	Week 1	Week 2	Week 3
English Language Arts	<p><i>Throughout the entire 3 week unit, <u>Breaking Stalin's Nose</u> should be shared reading in a whole group setting. The story is told from the point of view of a 10 year old boy living under Communist rule in Russia. Although the story is written at a 670L reading level, the concepts will need to be monitored and discussed as the story begins with the misguided point of view of a child that could be easily misunderstood by a fifth grade student. Perfect for ELA standards related to Point of View.</i></p> <p>The teacher will spark interest in Cold War exploration by building enthusiasm for the political point of view of Theodor Seuss Geisel by viewing and discussing <i>The Untold Story of Dr. Seuss</i> (video). The students will then look at political cartoons created by Dr. Seuss taken from <u>Dr. Seuss Goes to War</u> and/or <u>Dr. Seuss and Co. Go to War</u>. Having recently studied WWII, students should immediately make political connections to the cartoons.</p> <p>The students will then view <i>The Policy of Containment</i> (video) to set the stage for</p>	<p><i>Weeks 2 and 3 will be used to dive more deeply into specific topics related to the Cold War ERA.</i></p> <p><i>Week 2 Specific Topic list per SC SS standards:</i></p> <p><i>Explain the causes and the course of the Cold War between the USSR and the US:</i></p> <ul style="list-style-type: none"> • <i>The Korean Conflict</i> • <i>Sputnik</i> • <i>Cuban Missile Crisis</i> • <i>The Vietnam War</i> <p><u>Culminating Project Assignment and Introduction</u></p> <p>Using iMovie (or other video technology services) the teacher will show a mock "address to the nation" which might have taken place at the end of the Cold War. This "address to the nation" will be from a mock president of the United States and will defend the actions and events that have taken place inside and outside the US during the Cold War Era that might have affected US citizens.</p>	<p>Students will continue to use inquiry stations to explore and take notes for their presentations.</p> <p><i>Week 3 Specific Topic list per SC SS standards:</i></p> <p><i>Explain the social, cultural, and economic developments in the US during the Cold War:</i></p> <ul style="list-style-type: none"> • <i>changes in the workforce, job market, and service industry</i> • <i>mass media and new technologies</i> • <i>changes in educational opportunities</i> • <i>growth of Suburbs, changes in daily living</i> <p>*One inquiry station will need to be incomplete notes placed in students' notebooks if a formal test is to be given at the conclusion of the unit.</p> <p>**Students will continue to meet in a small group with the teacher to review information, check for accuracy, and general project</p>

	<p>Cold War research. After viewing the video, the teacher will make sure all students have at least a broad idea of the themes of the Cold War through brief discussion to prepare them for their own inquiry of the topic.</p> <p>The class will read and discuss <u>The Butter Battle Book</u> by Dr. Seuss. After a general discussion of the book, used only to inspire research, the students will be presented with an assignment and rubric requiring an opinion piece stating and defending connections found between <u>The Butter Battle Book</u> and historical facts from the Cold War. Using direct quotes from the book and making sure to answer the question “What was the Cold War?” students will begin a written piece. The written piece must also explain how visuals affected their interpretation of the book. Multiple copies of the book should be available for reference as students visit inquiry stations and begin to make their own connections for their written piece. Inquiry Stations should include computers to access websites, informational texts, and videos listed in materials list. One inquiry station should be a read aloud station in which students choose from a selection of historical fiction picture books (listed in materials) to share with each other for discussion. Another should be a Word Work Station where children confirm the meaning of content specific vocabulary related to Cold War. This</p>	<p>After viewing the model presentation, students will be given a rubric, list of required topics, and explanation of this culminating project for the unit. Students will have 2 weeks to complete their research and create their own presentation discussing all required topics from the Cold War Era.</p> <p>Building on the general knowledge and interest in the Cold War from the previous week’s study, the students will continue to use inquiry stations (materials listed in overview) to explore, and take notes on the specific Week 2 topics listed above. <i>*One inquiry station will need to be incomplete notes placed in students’ notebooks if a formal test is to be given at the conclusion of the unit.</i></p> <p>**Students will meet in a small group with the teacher to review information, check for accuracy, and general project guidance to ensure adequate progress is being made. In these small group meetings the teacher will use informational text to guide students in their exploration with lessons on main idea and details, text structure, and lessons in which students look for similarities and differences in point of view from multiple texts on the same topics.</p>	<p>guidance to ensure adequate progress is being made. In these small group meetings the teacher will use informational text to guide students in their exploration with lessons on main idea and details, text structure, and lessons in which students look for similarities and differences in point of view from multiple texts on the same topics. The information covered during these small group meetings will also be used as research for their presentations.</p> <p>Students will show their videos to the class and welcomed visitors.</p>
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	<p>should be an ongoing station available when needed for reinforcement of content specific terms throughout the unit.</p> <p>During this exploration time, students may begin using graphic organizers, drafting, revising, and editing their pieces when necessary.</p> <p>After adequate research has been done, and drafting and revising are complete, the teacher will reread <u>The Butter Battle Book</u> and students will present their essays as a culmination of the week's research and inquiry. This general overview of the Cold War will set the stage for more in-depth and specific research for the following 2 weeks.</p>	<p>The information covered during these small group meetings will also be used as research for their presentations.</p>	
Social Studies	<p>See inquiry stations listed above. If this particular unit will be taught be a separate Social Studies teacher, the inquiry stations and research may be done by the Social Studies teacher and the literature connections by the ELA teacher.</p>	<p>See inquiry stations listed above. If this particular unit will be taught be a separate Social Studies teacher, the inquiry stations and research may be done by the Social Studies teacher and the literature connections by the ELA teacher.</p>	<p>See inquiry stations listed above. If this particular unit will be taught be a separate Social Studies teacher, the inquiry stations and research may be done by the Social Studies teacher and the literature connections by the ELA teacher.</p>
Math	<p>Students will research and record data about lives lost and money spent comparing the conflicts in Vietnam and Korea. Students will create a bar graph to demonstrate the differences and similarities in these numbers.</p>	<p>Students will study the metric system realizing that is currently the system being using in Russia.</p>	
Science	<p>In keeping with the spirit of Dr. Suess, students will read <u>Bartholomew and the</u></p>	<p>Students will read the <u>Lorax</u> by Dr. Suess and discuss the themes of</p>	<p>Students will use internet resources to learn about different ecosystems of</p>

	<p><u>Oobleck</u>, follow a recipe, and create their own oobleck goo.</p> <p>The students will use informational text about solids, liquids, and gases as research and will write an opinion piece using facts from the informational text to defend their answer to the following question: Do you feel that Oobleck is most closely related to a solid, a liquid, or a gas?</p>	<p>ecology found with in the book. Using the Jigsaw Method and guidance from the teacher, students will read and discuss <i>Ecology Lessons from the Cold War</i> from the New York Times, May 29, 2013. Students will discuss connections found between the fiction and nonfiction texts presented.</p>	<p>Russia. Students will complete a foldable noting each type of ecosystem including estuaries/salt marshes, oceans, lakes and ponds, forests, and grasslands.</p>
Music	<p>Students will listen to and view related videos from music from the Cold War Era. Students will chose one of the songs listed and explain how the lyrics might have been inspired by events of that era.</p>	<p>Students will work in a group to write a song that might have been published during the Cold War Era.</p>	<p>Students will view video of <i>99 Red Balloons</i> and will analyze the lyrics for their connections to the Cold War as an assessment.</p>
Art	<p>The students will design and draw models of chess pieces to demonstrate the opposing forces during the Cold War.</p> <p>PowerPoint with examples, explanation, and assignment found on Google Drive.</p>	<p>~Continue chess project</p>	<p>~Continue chess project</p>