Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Period: \_\_\_\_\_\_\_\_\_\_\_ Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Cold War

**Points Earned Points Possible Assignment**

\_\_\_\_\_\_\_\_\_\_\_\_ 20 Crash Course

\_\_\_\_\_\_\_\_\_\_\_\_ 20 Vocabulary

\_\_\_\_\_\_\_\_\_\_\_\_ 30 Cold War Mapping

\_\_\_\_\_\_\_\_\_\_\_\_ 40 Notes/Questions

\_\_\_\_\_\_\_\_\_\_\_\_ 50 Cold War Person Screencast

\_\_\_\_\_\_\_\_\_\_\_\_ 50 Butter Battle

\_\_\_\_\_\_\_\_\_\_\_\_ 40 Modern Marvels – Cold War technology

\_\_\_\_\_\_\_\_\_\_\_\_ 30 Cuban Missile Crisis

\_\_\_\_\_\_\_\_\_\_\_\_ 40 End of Cold War Video Notes

\_\_\_\_\_\_\_\_\_\_\_\_ 50 Cold War Review

**TOTAL: \_\_\_\_\_\_\_\_\_\_\_/350**

**MARCH**

|  |  |  |  |
| --- | --- | --- | --- |
| **MONDAY** | **TUESDAY** | **WED/THURS** | **FRIDAY** |
| 28Intro to WWI Crash Course – Cold WarCold War Vocabulary | 29Cold War NotesMapping Activity | 30/1Cold War Person Screencast  | 2Butter BattleCuban Missile Crisis |
| 5Modern Marvels – Cold War technology | 6End of Cold War Video Notes | 7/8Cold War ReviewPresent Screencast | 9**UNIT DUE/TEST** |

It is your responsibility to complete all work assigned. Work not completed in class will be **homework**. Remember to use the class website: **www.historyrogalski.weebly.com** to look at PowerPoints, resources, and visuals we use in class.

**Cold War Unit Famous Person Screencast Presentation**

**Essential Question:**

Who were the important/key figures of the Cold War? Why were they important?

**Objectives:**

* Students will further their understanding of the important/key figures of the Cold War by gathering resources and information, creating a PPT and screencasting and presenting their findings to the class.

District – 8.1: Students will discuss the key people, ideas, and events of the Cold War era and analyze their impact on economic and political policy between the United States and the rest of the World by utilizing one of the big 11 social studies skills.

ISTE –

2. Communication and collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

3. Research and information fluency Students apply digital tools to gather, evaluate, and use information.

a. Plan strategies to guide inquiry

b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

d. Process data and report results

**Activity/Goal:**

The students will create a screencast about an important/key figure of the Cold War. They will gather resources and information, create a PPT presentation, then Screencast the presentation into a video to show the class.

* Gather information of important/key figure of the Cold War.
* Create a PPT presentation.
* Create a 2-3 Minutes Screencast.
* Present Screencast to class.

**Resources:**

You will find information on an important/key figure involved with the Cold War.

* Birth/Death Date
* Place of Birth/Death
* What did they did/created
* 5 Facts
* Why are they important
* MLA Citation of resources

Possible People:

<http://www.biographyonline.net/famous-people-cold-war/>

Snagit:

<http://www.techsmith.com/snagit.html>

Library Resources:

<http://galesites.com/menu/las40683>

**Evaluation Process:**

Students will be evaluated with a number of processes. They will be graded on a 50 pt scale. They will be graded on the completion of their research, PPT, screencast and the evaluation from their peers and the teacher using the rubric.

Completion of Research Gathered – **6 pts**

Completion of PPT – **10 pts**

Completion of Screencast – **10 pts**

Peer Evaluation of Presentation – **12 Pts**

Teacher Evaluation of Presentation – **12 pts**

**Total – 50 pts**

**Rubric:**

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| --- | --- | --- | --- | --- |
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|  |  |  |  |  |
| **Cold War Figure** |
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|   |   |   |   |   |
|  |  |  |  |  |
| Teacher Name: **Mr. Rogalski** |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  |  |  |
| CATEGORY | 4 | 3 | 2 | 1 |
| Content - Accuracy | All content throughout the presentation is accurate. There are no factual errors. | Most of the content is accurate but there is one piece of information that might be inaccurate. | The content is generally accurate, but one piece of information is clearly flawed or inaccurate. | Content is typically confusing or contains more than one factual error. |
| Graphics Sources | Graphics are hand-drawn. The illustrator(s) are given credit somewhere in the presentation. | A combination of hand-drawn and stock graphics are used. Sources are documented in the presentation for all images. | Some graphics are from sources that clearly state that non-commercial use is allowed without written permission. Sources are documented in the presentation for all \"borrowed\" images. | Some graphics are borrowed from sites that do not have copyright statements or do not state that non-commercial use is allowed, OR sources are not documented for all images. |
| Sequencing of Information | Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card. | Most information is organized in a clear, logical way. One card or item of information seems out of place. | Some information is logically sequenced. An occasional card or item of information seems out of place. | There is no clear plan for the organization of information. |