**Class**: 11SL

**Date & Time**: Wednesday 9th October 2013, 14.10-15.40

**Unit of learning**: Causes of the Cold War

**Standards addressed**: Standards 2, 5, 6

**Lesson Objective**: Analyse the accuracy of Kennan’s Long Telegram

**Starter**:

* In groups of three using whiteboards, students use question prompts to consolidate their understanding of the Long Telegram by categorising Kennan’s key ideas (0-5mins)
* Students to join with another group and consolidate their understanding by having to justify their explanations and challenge those of another group (5-10mins)
* Feedback discussion of the whole class focused upon the consequences of the Long Telegram. (10-15mins)
* Working in pairs, students to use grid to produce written response notes to prompts on the accuracy of the Long Telegram (15-25mins)

**Main Activity**:

* In groups of three, students to use whiteboards to hypothesise what the Soviet Ambassador in Washington might have written at the same time about the intentions of US policy. Students use teacher prompts as a guide e.g. role of ideology or audience (25-35mins)
* Individually, students read and annotate the Novikov Telegram, focusing on why their hypothesis was correct or not (35-40mins)
* In groups their hypothesis groups, students discuss how accurate their hypothesis was and why it was/wasn’t accurate (40-45mins)
* Whole class feedback. Groups share why they predicted accurately/inaccurately (45-55mins)
* Working in pairs, students to use grid to produce written response notes to prompts on the accuracy of the Novikov Telegram (55-65mins)
* Working in pairs, students reflect on their published analysis of Kennan’s Long Telegram (Google Group) from homework, using criteria. Students should self-assess and justify to their pair how and why their might change their analysis of the accuracy of the Long Telegram. (65-80mins - first 8 mins are read, reflect, written comments)

**Plenary**:

* Paired discussion - Who was more accurate Kennan or Novikov? Students to debate in pairs for 5mins and then split across classroom into two camps, one for Novikov and one for Kennan. This leads to whole class debate as to the accuracy. (80-90mins)

**Homework**:

* Students to read Rodgers P24-28 on Truman Doctrine & Marshall Plan focusing on the question “To what extent were the Truman Doctrine & Marshall Plan aggressive, imperialistic policies threatening the USSR?” ready for discussion Thursday 10th October.

**Class**: 11SL

**Date & Time**: Wednesday 16th October 2013, 14.10-15.40

**Unit of learning**: Causes of the Cold War

**Standards addressed**: Standards 2, 5, 6

**Lesson Objective**: Analyse the role of Germany in the origins of the Cold War

**Starter**:

* In three groups of five, students consider sources on the state of Germany in 1945 rotating between the four stations with the four sources, collating key facts as they move between. (10 mins source) 0-30mins
  + Section from “*A woman in Berlin*” 13.35-22.40 <http://youtu.be/rFZf8yZ6uyA>
  + “*3X Nuernberg*” Images of Nuernberg in 1945 & Map of Germany 1945 (*3x Nürnberg Eine Bilderfolge Aus Unserem Jahrhundert*. Nürnberg: Hofmann, 1988. Print.)
  + “Prague” Giles McDonough “*After the Reich*” 132-137 (MacDonogh, Giles. *After the Reich: From the Fall of Vienna to the Berlin Airlift*. London: John Murray, 2008. 232-37. Print.)
* In the groups of five, the students discuss their findings and write a paragraph together characterising Germany and the Germans in 1945 30-40mins
  + Students present their paragraph to the whole class for consolidation discussion 40-50mins

**Activities**

* In groups of three, using the cartoon “The Bird Watcher”
  + Explain the message of the cartoon, to feedback to another group followed by whole class discussion 50-60mins
  + Hypothesise what must have happened 1945-48 in Germany for this situation to develop 60-70mins
* Watch Cold War documentary on development of the Berlin crisis
  + Students to note important facts as to why tension would have developed over Berlin <http://youtu.be/38Ft2Kp-PUg> (1.10-13.00) 70-83mins

**Plenary**

* In groups of three, students to consider their notes and whether their facts support their hypothesis. Reflect and amend hypothesis. 83-90mins

**Homework**

* Listen to “Morgenthau Plan and Post War Germany” <http://www.bbc.co.uk/programmes/b01jgj0p> and post in the Google Group why you think that the Morgenthau Plan was dropped by the Truman administration
  + More on the Morgenthau Plan at <http://en.wikipedia.org/wiki/Morgenthau_Plan>