

Lesson Procedures

Step 1: Framing the Inquiry/Hook:

1. **Part 1 - Scenario Example/Hook:** Imagine you are walking down the street and notice a man sitting on the curb with a sign that says, "Anything will help." What do you do? Give him money? Walk on by? Tell him of a nearby establishment that is hiring?
 - a. Students will then complete a Think-Pair-Share discussion.
 - b. Record student answers on a chart of choice.
 - c. Project images of post-World War II Europe.
 - d. Repeat steps b and c.
 - e. Discuss reasons why answers might have changed.

Part 2 - Background

1. The background essay will now be read individually and as a class.
 - a. Students "cold" read the background essay once to get a general idea about the topic.
 - b. Teacher reads the essay aloud to the students and leads a discussion about the key information in the essay.
 - c. Introduce students to the Cold War timeline. Have students do a "cold" read of the timeline.
 - d. Students then pick out "key" events and think-pair-share possible causes and effects of those events.

Part 3 - Essential Question

Introduce the essential question: "Did the Marshall Plan make the Cold War colder?" Discuss what you learned prior about the Cold War and the Marshall Plan in the Background Essay. Then talk about all the possible parties/groups that would have been affected by both.

Examples of questions for this lesson might include:

- **What is meant by the Cold War becoming "colder?"**
- **What do we already know about the Cold War?**
- **What do we already know about the Marshall Plan?**
- **What do we already know about the United States' relationship with the Soviet Union/Russia?**

Step 2: Go to the Sources

Note - Each source should be looked at separately for information that will help reveal perspectives on the question. Consider the following steps with each source, understanding that students will need less assistance as they repeat the process.

1. Sources (suggest that documents be handed out individually and not as a packet).
 - a. Give students Source 1 - Point out to students the sourcing information. Give students time to read the source. Teacher should then model how to annotate

the source using the following code: P= Perspective, C, C+ = Cold or Colder, S = Support of the Marshall Plan, O=Opinion of Author, TE= Textual Evidence (Suggest that students highlight small sections of strong text to support the influences).

- b. Students should then look at the rest of the sources, annotating using the same code, highlighting, and annotating.

Step 3: Graphic Organizer

After reading all sources students should complete the graphic organizer which is found in the Original Documents folder (The Marshall Plan DBQ- Graphic Organizer)

Step 4: Communicating an Answer

After reading all sources and filling in the graphic organizer, students will write a paragraph using the PEEL format to answer the question “Did the Marshall Plan make the Cold War colder?”

Step 5: Group Discussion (Hold a class discussion about the essential question.)

Discussion can be held in a multitude of ways:

Option 1: Prior to the discussion students should devise their own responses to the essential question. Students would be divided up between two groups those that feel the Marshall Plan made the Cold War colder and those that believe it had a positive effect on the Cold War. Students would then be able to offer their own findings during analyzing the documents.

Option 2: Students will participate in a Google Classroom Blog discussion answering the essential question “Did the Cold War make the Cold War colder?” Students will share their PEEL paragraphs and respond to at least two (2) other student responses.

1. Step 6 (Student Outcome) -

- a. Write a claim- Students should write a claim addressing the essential question, using text based support from multiple sources as evidence. Students should cite sources used. At the end of this step students should have the information they need to write a thesis or a claim. There are many resources available to help students construct this statement so use the strategy you like best or consider [this strategy](#). Even if the ultimate product of learning may not be a writing activity, the thesis should still be written to guide what students say or produce related to the question.
- b. As a formative assessment the claim could be evaluated using the following rubric.

Additional Resource:

Educanon/Playposit Assignment: <https://www.playposit.com/delivery/168154/424834/the-marshall-plan>

	0	1- Below Basic	2- Basic	3- Proficient	4- Advanced
P= Your main idea	Is not able to demonstrate any part of this task.	Can create a claim only with guidance from the instructor.	Creates an appropriate claim on a topic but is not able to introduce or give further explanation to the idea.	Clearly introduces and stakes out a position on the topic.	Clearly introduces the range of possible answers on a topic while staking out a clear position that can be supported with evidence.
E= Evidence you have to support your main idea.	Is not able to demonstrate any part of this task.	Includes generalizations or other ideas not aligned to the prompt	Generally alludes to evidence but does not cite it, or draws from only one account;	Refers to relevant and accurate evidence from more than one source and links it directly to specific accounts, mentioning the accounts by name.	Seamlessly integrates evidence from multiple sources by accurately summarizing details and using source information to establish its relevance.
E= Evaluation and Explanation of your evidence	Is not able to demonstrate any part of this task.	Distinguishes or sorts between evidence that is/ is not relevant to answering a question or explaining a point of view.	With minor errors explains how evidence is relevant to the question or point of view of the paragraph.	Accurately explains the significance of the evidence used to answer the question.	Accurately explains the significance of evidence used and evaluates the reliability or utility of the available sources.
L= Link to context/content	Is not able to demonstrate any part of this task.	Provides a conclusion that is confused or is not relevant to the evidence.	Provides a general conclusion sentence that summarizes the main point of with no specific link to the point.	Links the back to the original point by summarizing how the evidence supports the main idea.	Links back to the original point by both placing the evidence within historical context and by summarizing how the evidence supports the main idea.

Additional Student Outcomes:

1. Allow students to use the [RAFT format](#), guiding them to select some or all of the following variables for student writing: Role, Audience, Format, Topic. Example:
 - a. Students becomes the reporter(role), writing an opinion article (F), for the KC Star (A), addressing The Cold War and The Marshall Plan (T).
2. Direct students to write an argumentative essay based on the guiding question.
3. Ask students to evaluate the documents provided in the activity, ranking the usefulness of each in answering the guided question.
4. Have students research to discover additional details about the people involved in Truman's life, and then report to class.
5. Facilitate a more open socratic seminar using framing questions to allow students to share their thinking on the topic. Consider using [thinking stems](#) to provide students with language to help focus their comments and questions.
6. Students should create a visual presentation covering what they have learned.

Answering the Question



Truman Presidential
Museum & Library

Because document-based activities begin with a question, the most natural way to assess students' learning is to have them answer the question. Typically this involves structuring and organizing evidence in order to complete a formal essay writing. While the informational essay is certainly an important skill in a social studies classroom there are also many other valid ways to have students create well-reasoned explanations based on available evidence. Consider the following options for students to answer the guiding question.



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- b. As a formative assessment the claim could be evaluated using the provided rubric.