Sequencing Rationale

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When I looked back at the unit I just finished, the Cold War, and how the text directs me to teach it, it reinforced the chronological aspect of the unit. Of course, most history units are like this because it is logical and it is easier for the students to follow a beginning, a middle, and an end. I did not realize it at the time, but the text divides the Cold War Unit into three distinct subunits.

The first subunit would be classified under immediate causes of the Cold War. Included in this subunit would be the definition of a cold war, an understanding of how the United State’s policy of containment and the Truman Doctrine helped to define the Cold War, and how two competing alliances, NATO and the Warsaw Pact, helped to deepen the Cold War. This first subunit also encompasses the burgeoning nuclear arms race.

The second subunit details events of the Cold War. Included in this subunit would be the Berlin Blockade, the Berlin Airlift, the Korean War, the Bay of Pigs, the Cuban Missile Crisis, the Berlin Wall, the Vietnam War, the Soviet invasion of Afghanistan, and the United State’s boycott of the 1980 Moscow Summer Olympics. Through a logical sequence, the students will understand how one event caused another event (i.e. Berlin Blockade—Berlin Airlift).

The final subunit encompasses the conclusion of the Cold War and the effect it had on the former Soviet Union. Included in this final subunit are important terms like perestroika and glasnost, and important events like the tearing down of the Berlin Wall and the collapse of the Soviet Union.