Standards:
USH 6.1 Identify and explain the importance of key events, people, and groups related to the causes, conditions, and consequences of the Cold War.

Objectives: In this discussion, the students will be introduced to the events between the years 1949 and 1989. At the conclusion of the unit, the students will be expected to list and explain key events and people that contributed to the development of the Cold War. The student’s comprehension will be examined through an essay exam of three questions with at least five supporting arguments in each question. The students must gain at least 80% accuracy by having at least four of the five points being correct in each essay.

Advanced Preparation by Teacher: Bring cd player, copy of the song, copies of lyrics, and background information of song. Have agenda on board as well as the bell work question.

Procedure:
1. Introduction: bell work question written on board—“what do you think Billy Joel meant by ‘We didn’t start the fire’, and why do you think this has historical relevance, or does it?”
2. The students will write down (linguistic/intrapersonal) their response to the bell work in their journals (2 minutes).
3. The class will spend five minutes discussing (interpersonal) their responses.
4. The teacher will play the song (musical), and pass out lyrics (visual) to those with hearing disabilities (4 min).
5. The teacher will have the students write down as many historical facts from the song as they know or recognize (knowledge) (1 min).
6. The class will discuss this for five minutes to see what the students already know about the Cold War.
7. The teacher will play the song again, after passing out lyrics to everyone (4 min).
8. Then the teacher will open up discussion about what the terms mean (15 minutes approx.)
9. The teacher will pass out the background information (comprehension) and discuss further as time allows.
10. The teacher will ask the students to speculate (application) as to why the Cold War started and why it is significant in American History and let the students know that this will be discussed in the next class session.

Closure: The teacher will briefly explain what Billy Joel meant by “We didn’t start the fire.”

Adaptations/Enrichments: Provide handouts for the hearing impaired and make sure that we face them when we speak, as well as having the volume up high on the cd player. Discussion of handout to held the seeing-impaired.
Bloom’s:
Knowledge: The teacher will ask the students to think about which lyrics in the song they recognize.
Comprehension: The students will have to analyze the background of the lyrics of the song and their significance.
Application: The students figure out why these events are significant.

Gardner’s:
Interpersonal: Students will discuss their thoughts about the song.
Intrapersonal: The students will have to think about lyrics and meanings.
Visual: The students will have the lyrics in front of them.
Verbal/Linguistic: The teacher will facilitate a discussion.
Musical: The teacher will play the song.