Cold War Project Instructions and Rubric

Working in groups of three, you will create a ten-panel comic about one of the following events from the Cold War:

1. The formation of the UN
2. The Berlin Blockade and Airlift
3. The Korean War
4. The Vietnam War
5. The Rise and Fall of the Berlin Wall
6. Indian independence and Partition
7. The Formation of the state of Israel
8. The 6-Day War
9. The Sinking of the SS Liberty
10. The Cuban Revolution
11. The Bay of Pigs Invasion and Cuban Missile Crisis
12. The Suez Crisis
13. The Cultural Revolution (Mao’s China)
14. The Iranian Revolution
15. The Soviet Invasion of Afghanistan
16. The Rise and Fall of the USSR
17. MK Ultra
18. Ideological Subversion
19. 1973 Chilean Coup D’etat
20. Tiananmen Square Uprising

Your comic must contain a one-paragraph summary of the event and portray the following information about the event:

- The causes
- What actually happened during the event
- How the event has shaped today’s world
- The role of the U.S., U.S.S.R, and U.N. in the event, OR their responses to it

Your paragraph must be a LITERAL summary of the event. HOWEVER, your comic must tell the story of the event in the form of a mythological story. This means you cannot literally tell the story. Instead, you must create a symbolic retelling of it with monsters, gods, and/or other fantastical elements - like in a fantasy novel. For example, instead of referring to/portraying the U.S. and U.S.S.R. as the two superpowers, each with the most nuclear weapons, you could portray them as two titans each with the power to destroy the world. Create a symbolic representation of each of the major players in your chosen event. In total, you must create AT LEAST 5 symbols, which are fully explained in a symbolism page. Finally, all mythological stories have morals, so you must also create a moral for your story, which will be written at the end of the comic.
Each member of your groups will have a specific role for which they will be graded:
1. Writing - writes the paragraph that gives a literal summary of the event
2. Symbols - creates symbolic representations of the people and groups involved in the event and writes the symbolism page
3. Moral - creates the moral interpretation of the story and writes the moral at the end of the comic

Communicating

<table>
<thead>
<tr>
<th>Level</th>
<th>Level descriptor</th>
<th>Task-specific clarification</th>
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<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
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</table>
| 1–2   | The student:  
   i. communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose  
   ii. structures information and ideas according to the specified format in a limited way  
   iii. documents sources of information in a limited way. | The student:  
   - Creatively communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose, story has structured information and ideas in a limited way according to the task instructions, and occasionally uses vocabulary terms appropriately  
   - Communication: Communicates their story to their peers in a limited way  
   - Symbols: Uses 0-2 symbols and completely describes in a symbolism page  
   - Length: less than 5 panels hand-written/drawn.  
   - Research: No works cited |
| 3–4   | The student:  
   i. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose  
   ii. structures information and ideas in a way that | The student:  
   - Creatively communicates information and ideas in a style that is somewhat appropriate to the audience and purpose, story is structures information and ideas somewhat according to the task instructions, and uses vocabulary terms appropriately |
| 5–6 | The student:  
  i. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose  
  ii. structures information and ideas in a way that is mostly appropriate to the specified format  
  iii. Mostly documents sources of information using a recognized convention. | The student:  
  - **Communication:** Somewhat effectively communicates their story to their peers.  
  - **Symbols:** Uses at least 3 symbols and somewhat describes in a symbolism page  
  - **Length:** 5-7 panels hand-written/drawn  
  - **Research:** Works cited page may not be in MLA format |
| 7–8 | The student:  
  i. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose  
  ii. structures information and ideas in a way that is completely appropriate to the specified format  
  iii. consistently documents sources of information using a recognized convention. | The student:  
  - **Creatively** communicates information and ideas in a style that is mostly appropriate to the audience and purpose, story is structures information and ideas mostly according to the task instructions, and uses vocabulary terms appropriately  
  - **Communication:** Communicates their story to their peers, mostly in the specified format.  
  - **Symbols:** Uses 4 or more symbols and mostly describes in a symbolism page  
  - **Length:** least 8 panels hand-written/drawn.  
  - **Research:** Works cited page is in MLA format. |
Critical Thinking

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| 5     | The student:  
* makes a limited attempt to analyse concepts, events, issues, models or arguments  
* describes some sources in terms of origin and purpose and recognizes some values and limitations  
* identifies different perspectives  
* makes connections between information | The Student:  
* **Identifies one of the following**: how the U.S., U.S.S.R., and/or U.N. shaped the causes and/or consequences of the event  
* **Attempts to evaluate** the event in symbolic terms by using symbols to convey the meaning of the event. **The meaning of the symbols is unclear and why they were chosen is not explained**  
* **Attempts to synthesize** historical information and symbolic representation to create a moral for the story; but the **connection between the event and the moral is unclear and unexplained** |
<p>| 6-7   | The student: | The Student: |</p>
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<th>The student:</th>
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|   | ● completes a simple analysis of concepts, events, issues, models or arguments  
● completes a simple analysis and/or evaluation of some sources in terms of origin and purpose, recognizing values and limitations  
● identifies different perspectives and their implications makes connections between information to make simple arguments. | ● Identifies and explains how the U.S., U.S.S.R., and/or U.N. shaped the causes and/or consequences of the event  
● Evaluates the event in symbolic terms by using symbols to convey the meaning of the event. The meaning of the symbols is somewhat clear but why they were chosen is not completely explained  
● Synthesizes historical information and symbolic representation to create a moral for the story |
| 8 | The student:  
● completes a satisfactory analysis of concepts, events, issues, models or arguments  
● satisfactorily analyses and/or evaluates a range of sources in terms of origin and purpose, recognizing values and limitations  
● interprets different perspectives and their implications  
● synthesizes information to make valid arguments. | The Student:  
● Identifies and explains how the U.S., U.S.S.R., and U.N. shaped the causes and/or consequences of the event in some detail  
● Evaluates the event in symbolic terms by using symbols to convey the meaning of the event. The meaning of the symbols is clear but why they were chosen is not completely explained  
● Mostly synthesizes historical information and symbolic representation to create a moral for the story |
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<tr>
<th>9-10</th>
<th><strong>The student:</strong></th>
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<tr>
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<td>● completes a detailed analysis of concepts, events, issues, models or arguments</td>
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<tr>
<td></td>
<td>● effectively analyses and evaluates a range of sources in terms of origin and purpose, recognizing values and limitations</td>
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<td></td>
<td>● thoroughly interprets a range of different perspectives and their implications</td>
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<td></td>
<td>● synthesizes information to make valid, well-supported arguments.</td>
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|      | **The Student:** |
|      | ● **identifies** and **explains** how the U.S., U.S.S.R., and U.N. shaped the causes and/or consequences of the event in detail |
|      | ● **Thoroughly evaluates** the event in symbolic terms and gives a **detailed, logical explanation** of why those symbols were chosen |
|      | ● **Thoroughly synthesizes** historical information and symbolic representation to create a moral for the story |