

Brunswick School Department
The Cold War
The Cold War at Home

<p style="text-align: center;">Essential Understandings</p>	<ul style="list-style-type: none"> ▪ The tensions between the United States and the Soviet Union abroad led to a fear of communist influence at home. ▪ American citizen's rights were violated in a government attempt to investigate loyalty. ▪ During the late 1940s and early 1950s, fear of communism led to reckless charges against innocent citizens and government organizations. ▪ HUAC's attempts to remove persons with un-American views from the entertainment industry raised significant constitutional issues. ▪ Americans today remain vigilant about unfounded accusations.
<p style="text-align: center;">Essential Questions</p>	<ul style="list-style-type: none"> ▪ Why were Americans worried about the security of the United States? ▪ What was controversial about McCarthy's tactics? ▪ Why did Republicans remain silent about McCarthy's "Witch Hunt"? ▪ What caused McCarthy's downfall? ▪ What other anti-communist measures were enacted in the early 1950s? ▪ Why was State Department official Alger Hiss investigated? ▪ Who were Ethel and Julius Rosenberg? ▪ What was the purpose of the Loyalty Review Board? ▪ Who were the Hollywood Ten?
<p style="text-align: center;">Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ The leading individuals of the period include :Joe McCarthy, Richard M. Nixon, Julius and Ethel Rosenberg, Alger Hiss, Paul Robeson, Harry S. Truman, Joseph Stalin, the Hollywood Ten, and Whittaker Chambers
<p style="text-align: center;">Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ HUAC, Hollywood Ten, blacklist, McCarthyism, Communism, CIA, loyalty oaths, demagogue, Communist Party, Constitutional Rights, Soviet Union, Loyalty Review Board, espionage, McCarran Act
<p style="text-align: center;">Essential Skills</p>	<ul style="list-style-type: none"> ▪ Read and interpret primary sources. ▪ Memorize required material. ▪ Label and memorize map locations. ▪ Complete expository writing with documents, readings, and on quizzes and tests. ▪ Demonstrate note taking skills.

<p>Related Maine Learning Results</p>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ul style="list-style-type: none"> b. Select and apply research methods that are appropriate for the purpose of the inquiry. c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives. f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations. g. Develop a clear well-supported position. h. Present and defend a well-supported position to a variety of audiences using a prescribed format. <p>A2. Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ul style="list-style-type: none"> a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. <p>B. Civics and Government</p> <p>B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government</p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <ul style="list-style-type: none"> b. Evaluate current issues by applying democratic ideals and constitutional principles of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in founding documents. c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>E. History</p> <p>E1. Historical Knowledge, Concepts, Themes, and patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ol style="list-style-type: none"> a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future. b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future. c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources. d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations. <p>E2. Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ol style="list-style-type: none"> a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects. b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Notes ▪ Textbooks readings and questions ▪ Reading and interpreting ▪ Review game ▪ Primary source readings ▪ Independent research
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Oral questioning during class discussions ▪ Reading questions ▪ Essay writing ▪ Quizzes ▪ Review game

Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ “The Politics of Fear: Joseph McCarthy and the Senate” - Robert Griffith○ “The Cold War At Home” - Philip Jenkins○ “The Cold War Comes Home”○ “Good Night and Good Luck” - Edward R. Murrow○ “Declaration of Conscience” - Margaret Chase Smith○ “The Crucible” - Arthur Miller
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