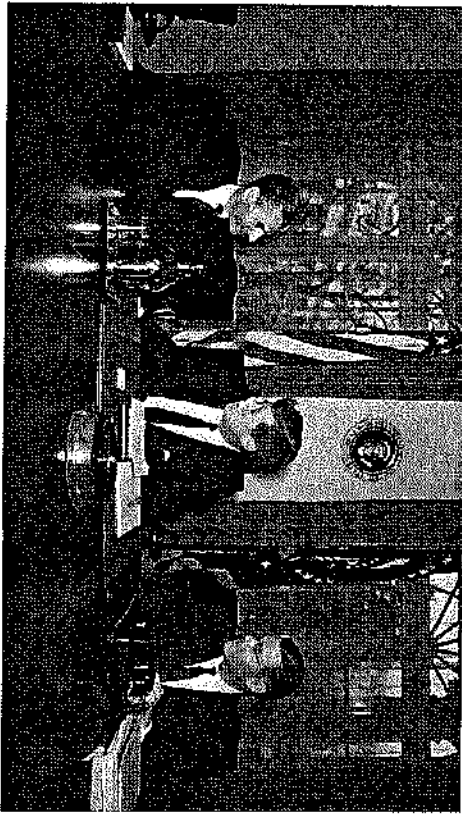


Iran and the United States in the Cold War

By Melodan Byrne, The Gilder Lehrman Institute of American History, adapted by Newsela staff on 11.28.17
Word Count 772
Level 610L



Iranian Shah Mohammad Reza Pahlavi (left) meets President John F. Kennedy (center) and U.S. Secretary of Defense Robert McNamara. Photo from the public domain.

Iran is a country in the Middle East. The United States and Iran do not get along.

The United States disagrees with Iran. There are three main reasons why.

The first reason is that Iran helps certain groups. The United States says these are terrorist groups. The second reason is Iran's nuclear program. The third reason is Iran's threats to Israel. Israel is a close ally, or friend, of the United States.

The two countries have not gotten along for a long time. This relationship goes back to the Cold War.

The Cold War was from 1947 to 1991. It was between the United States and the Soviet Union. The two countries competed for power and influence. Each wanted to be the most powerful country in the world. In 1991, the Soviet Union broke apart into 15 countries, the largest of which is Russia.

How U.S., Soviet Union Differ

This article is available at 5 reading levels at <https://newsela.com>.

The United States and the Soviet Union had different ideas about the government and the economy. A country's government makes and enforces laws. A country's economy controls how goods are made and distributed. The Soviet Union was led by communists. Communism is one idea about government and the economy. In the Soviet Union, the government owned everything. People did not own anything. The U.S. thought about the government and the economy differently. It preferred the idea of capitalism. The government owns very little. People can own as much as they can afford to buy.

Both the U.S. and the Soviet Union wanted to be powerful in the world. They thought Iran's oil and location could help them.

At the end of World War II, Soviet leader Joseph Stalin had a plan. He wanted to increase the Soviet Union's influence in Iran. He was particularly interested in a part of northern Iran. It is called Azerbaijan. Stalin wanted to make Azerbaijan part of the Soviet Union.

U.S. Help Pleases Iran

U.S. President Harry Truman did not like Stalin's plan. So, he decided to help Iranian leader Mohammad Reza Pahlavi. He is also known as the shah. In time, Soviet leader Stalin decided to leave Iran. Many people in Iran gave the U.S. credit for this. The U.S. was viewed in a positive light. They thought the U.S. kept the Soviet Union away from Iran.

Things quickly changed, though.

In 1951, Iranian Prime Minister Mohammad Mosaddeq wanted to make a major change. A British company was in charge of Iran's oil at the time. Mosaddeq did not like this. He wanted the Iranian government to control it instead of the British. This caused Iran and Britain to fight.

The U.S. and Britain are long-time allies that help each other. So, the U.S. came up with a plan to get rid of Iran's leader.

Shah's Return Not Welcomed

The shah had left Iran, but he came back. He was in power for the next 25 years. The Iranian people were angry. They did not think it was the United States' job to choose Iran's leader. They thought the U.S. picked an Iranian leader who would help the U.S., not Iran.



This article is available at 5 reading levels at <https://newsela.com>.

Meanwhile, the Ayatollah Khomeini, a religious leader, was angered by Iran's relationship with America. For years, he had been exiled, or forced out of the country. This was because of his views. Khomeini returned to Iran in 1979. At the time, people there were even more unhappy with the shah. Khomeini led Iran's revolution.

Another important event took place in 1979. Iranian students stormed inside U.S. government offices in Iran in 1979. They held Americans as prisoners. They decided to do this to show the world they were unhappy with years of U.S. actions.

Iran Loses Allies Over Hostage Seizure

The incident is known as the hostage crisis. It caused other countries to turn away from Iran. These countries were allies with the United States and unhappy with Iran. Americans were also angry with Iran.

Today, the United States still faces challenges with Iran. These began during the Cold War years. Some have not changed. Some are new.

The U.S. still believes other countries should not threaten its interests. So, the U.S. makes decisions in line with this idea. The U.S. did this during the Cold War and does this today.

McGowan Byrne is deputy director and director of research at the National Security Archive. He has written many publications about Iran.



Quiz

1

Which event happened FIRST in the article?

- (A) The United States helped push Shah out of Iran.
- (B) Shah wanted to have more power in Iran.
- (C) Americans in Iran were held as prisoners.
- (D) British wanted to stay in charge of Iran's wealth oil.

2

Why was the Iranian Prime Minister Mohammed Mossadeq's desire to control Iran's oil in 1951 important?

- (A) It showed that Mossadeq was willing to work with British.
- (B) It helped people in Iran believe their country was strong.
- (C) It showed the world that Iran had a lot of oil.
- (D) It caused a fight between Iran and Britain.

3

Read the introduction (paragraphs 1-5).

How does the map help the reader understand what the article is MOSTLY about?

- (A) It shows where Iran is in the world and what countries surround it.
- (B) It explains why the United States fights with other countries.
- (C) It details how Iran is surrounded by water and land.
- (D) It includes important cities in Iran and the United States.

4

Look at the photograph in the section "Shah's Return Not Welcome" and read the caption underneath it.

Based on this information, what does the photograph show?

- (A) It shows the American prisoners who escaped from the U.S. government offices in Iran.
- (B) It shows the Iranian Prime Minister thanking the U.S. for getting Shah out of Iran.
- (C) It shows two Iranian shah who was placed in power by U.S. leaders.
- (D) It shows U.S. leaders helping British fight Iran for oil.

NATO from the Cold War to Today: Defending Democracy in Europe

By Encyclopædia Britannica, adapted by Newsela staff on 06.14.17
Word Count 648
Level 580L



U.S. President Harry S. Truman signs a proclamation reshaping into effect the 12-nation Atlantic Pact uniting North America and Western Europe in a common defense alliance. AP Photo by: Byron Bolton

The North Atlantic Treaty Organization, known as NATO, is a group of countries. They are allies, which means they are on the same side. NATO is called an alliance.

The United States, Canada and many countries in Europe belong to NATO. NATO's main office is in Belgium, a country in Europe.

NATO's member countries

NATO began in 1949. The countries joined together to protect themselves against the Soviet Union. At first, there were 12 member countries.

NATO still exists today. Its goals are different. The Soviet Union broke apart in the 1990s. However, NATO countries still benefit by working together.

Today, there are 26 member countries.

This article is available at [5 reading levels at https://newsela.com](https://newsela.com).

Great Britain, the Soviet Union and the United States were once allies. They fought together in World War II.

This changed after World War II. The U.S. did not get along with the Soviet Union anymore.

Worried about the Soviet Union

At that time, the United States was the most powerful country in the world.

The Soviet Union was the most powerful country in Europe.

The two countries were different. They had different ideas about the government and the economy.

A country's government makes and enforces laws. A country's economy controls how goods are made and distributed. The Soviet Union was led by communists. Communism is one idea about government and the economy. In the Soviet Union, the government owned everything. People did not own anything.

Capitalism versus communism

The U.S. thought about the government and the economy differently. It preferred the idea of capitalism. The government owns very little. People can own as much as they can afford to buy.

The two ideas of capitalism and communism created distance between the U.S. and the Soviet Union. They disagreed about which one was better. This was one reason for the Cold War.

Another reason was democracy. The U.S. and its allies were democracies. People could vote for their leaders. Democracy was very limited in the Soviet Union, where the Communist Party ran the country.

In Europe, many countries were weak from the war. The Soviet Union took charge of some of them. The U.S. worried it might try to take charge of more countries.

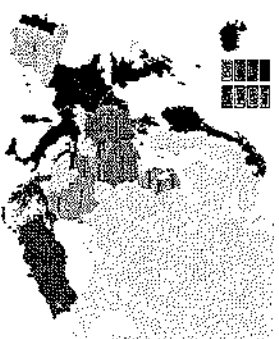
NATO is formed

In 1947, U.S. President Harry S. Truman decided America would fight communism. A year later, the U.S. gave European countries money to help them recover from the war.

Then in 1949, the U.S. and others signed the North Atlantic Treaty. The countries agreed to help each other if they were attacked. NATO was born.

For the next 40 years, the U.S. and the Soviet Union competed. This was a period known as the Cold War. In many ways the Cold War was a conflict of ideas. The U.S. wanted to keep communism from spreading to other countries.

The Cold War ends



This article is available at [5 reading levels at https://newsela.com](https://newsela.com).

NATO countries worked together to build military bases. The United States provided most of the money. It became NATO's military leader.

The Cold War was ending in the late 1980s and the Soviet Union began to break apart into separate countries. There are 15 countries today that were once part of the Soviet Union. Russia is one of them.

In 1990, NATO countries and the Soviet Union signed a treaty. They said that they were no longer enemies. In 1991 the Soviet Union broke up. Russia and the other countries in the Soviet Union were no longer communist.

NATO today

NATO still exists today. The Cold War is over, though. Many people wonder if NATO is needed.

NATO countries share weapons, supplies and communications. NATO members also helped the United States after the September 11, 2001 terrorist attacks.

NATO also works with countries that are not members. One of those countries is Russia.

Quiz

1

Read the section "Worried about the Soviet Union."

Which paragraph explains the Soviet Union's ideas about government?

2

Read the section "Capitalism versus communism."

Which sentence from the section explains why the U.S. was worried about countries in Europe?

(A) The U.S. thought about the government and the economy differently.

(B) People can own as much as they can afford to buy.

(C) The U.S. and its allies were democracies.

(D) The Soviet Union took charge of some of them.

3

Which section from the article gives the MOST information about the breakup of the Soviet Union?

(A) "NATO's member countries"

(B) "Worried about the Soviet Union"

(C) "The Cold War ends"

(D) "NATO today"

4

What is the purpose of the section "NATO today?"

(A) to explain why NATO is still important

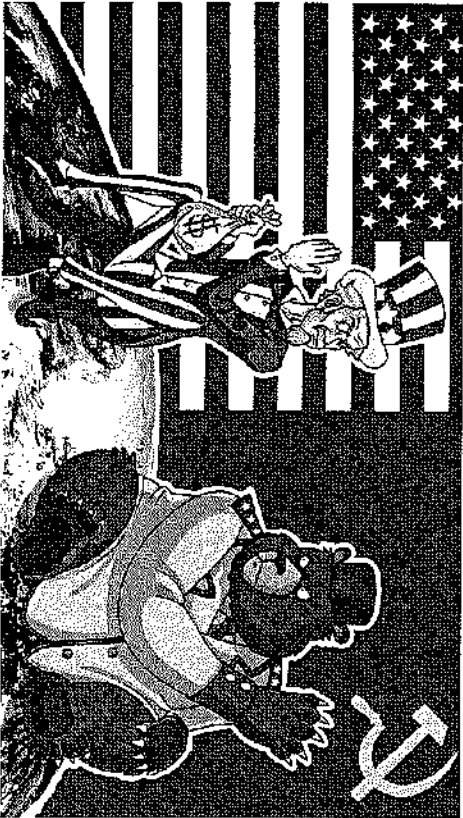
(B) to ask whether NATO is still needed

(C) to describe how NATO works with Russia

(D) to praise NATO for helping after terrorist attacks

Politics After WWII and Cold War Tensions

By Jeremiah Suri, The Glendon T. Latham Institute of American History, adapted by Newsela staff on 11.28.16
Word Count 684
Level B50L



TOP and BOTTOM: Courtesy of Charles Demuth. BELOW: In 1962, students at a Brooklyn middle school drew a "back and cover" picture of Uncle Sam and a Soviet soldier. From the New York World Telegram and Sun, Courtesy of Getty Images.

World War II ended on September 2, 1945. America was now the strongest country in the world. American soldiers had defeated the German and Japanese armies. American science and technology was the best in the world. Above all, the U.S. was able to produce more goods than the rest of the world combined. At the war's end, American farmers were selling enough food to feed people around the globe.

After the war, there were street parades and family reunions, as soldiers came home from Europe and Asia. At the same time, the world was dangerous, difficult and violent. In 1945, the U.S. dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki. Americans began to worry that other countries, especially the Soviet Union, would get and use the atomic bomb. The U.S. and Soviet Union were allies during World War II. However, the Soviet Union was communist and tried to spread communism around the world. Under Soviet communism, the government owned everything and people had few rights. The two countries began competing for power in Europe and Asia. The next 40 or so years were called the "Cold War." Although the U.S.

This article is available at 5 reading levels at <https://newsela.com>.

and the Soviet Union were opposed to each other, they didn't fight each other directly with "hot" weapons. It was really a cold war of threats.

Eastern and Western halves

After World War II, Europe was divided into Eastern and Western halves. American soldiers mainly held the Western half and Soviet forces held the Eastern half. The United States controlled the entire country of Japan. The U.S. held the southern part of Korea and the Soviet Union held the northern part.

Americans had many worries. The war caused much destruction. The U.S. was paying billions of dollars to rebuild its allies and its enemies, Germany and Japan. People wondered how much would the country have to pay. Would this affect Americans at home? They also worried about their new enemy, the Soviet Union.

President Harry Truman felt strongly that the United States had to keep other countries from becoming communist. Yet, he also wanted to create new opportunities, especially for returning soldiers.

The Servicemen's Readjustment Act, also known as the "GI Bill," became a law in 1944. It helped 8 million veterans get an education. More than 2 million of them attended colleges and universities paid for by the government. It also gave more than two million military veterans loans to buy new houses.

Racism and prejudice

There was much racism and prejudice in postwar America.

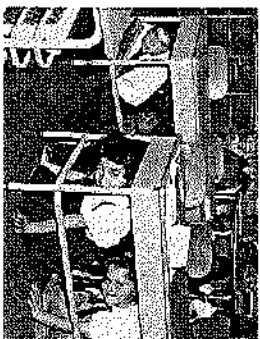
Truman supported equal rights. He did not want to move too quickly, because he was worried that white people would not vote for him.

Truman knew that he needed African-American votes if he wanted to be re-elected president. On July 26, 1948, he signed Executive Order 9801. It said that African-American soldiers had to be treated equally. At the time, the military was segregated, and blacks and whites did not serve together.

In 1947, Truman announced what became known as the "Truman Doctrine." The United States would give money and military help to stop communism around the world.

In 1948, Soviet-supported communists took over Czechoslovakia. In 1949, communists in China took over the government. By the end of the 1940s, many important government decisions were about the Cold War.

America against communism



This article is available at 5 reading levels at <https://newsela.com>.

On June 25, 1950, the communist North Korean army attacked South Korea. Truman sent American forces to fight in the Korean War. At home, many Americans became obsessed with the threat of communism. They were worried it was seeping into the U.S. Many American actors, scientists, politicians and writers were accused of supporting communism.



Through this all, President Truman remained steady about protecting American power and wealth. The Cold War lasted for more than 40 years.

Jeremi Suri holds the Mack Brown Distinguished Chair for Global Leadership at the University of Texas at Austin. He is the author of five major books on contemporary politics and foreign policy, including "American Foreign Relations since 1898" (2010) and "Liberty's Surest Guardian: American Nation-Building from the Founders to Obama" (2011).

Quiz

- 1 Which detail from the article BEST shows Truman's desire to stop the spread of communism?
 - (A) In 1945, the U.S. dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki.
 - (B) The U.S. was paying millions of dollars to rebuild its allies and its enemies, Germany and Japan.
 - (C) On July 26, 1948, he signed Executive Order 9835.
 - (D) The United States would give money and military to help to stop communism around the world.
- 2 Select the sentence from the introduction (paragraphs 1-2) that explains why the U.S. and the Soviet Union were opposed to each other.
 - (A) At the same time, the world was dangerous, difficult and violent.
 - (B) In 1945, the U.S. dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki.
 - (C) However, the Soviet Union was communist and tried to spread communism around the world.
 - (D) Above all, the U.S. was able to produce more goods than the rest of the world combined.
- 3 What was the political situation of the world after World War II?
 - (A) America had power over Western Europe and Japan.
 - (B) America controlled all of Europe and Asia.
 - (C) The Soviet Union controlled Western Europe and North Korea.
 - (D) The Soviet Union controlled Japan and China.
- 4 According to the article, why did President Roosevelt sign the "GI Bill"?
 - (A) Because he was afraid that veterans would be upset if they could not buy a home.
 - (B) Because he wanted to provide opportunities for veterans to create good lives for themselves.
 - (C) Because he wanted to increase the number of people attending U.S. universities.
 - (D) Because he wanted the veterans to be willing to fight if there was another war.

Name: _____ Class: _____

An Overview of the Great Depression

By Jessica McElmery
2017

From 1929 to 1933, America experienced the Great Depression, the worst economic downturn in its history. In this informational text, Jessica McElmery explores the causes and effects of the Great Depression, as well as how America's economy began to recover. As you read, take notes on the causes and effects of the Great Depression.

[1] On a fateful Tuesday in October 1929, American citizens experienced the beginning of the worst economic disaster in the country's history. The day marked the beginning of the Great Depression, a severe economic crisis that lasted for more than ten years and hurt millions of people around the country.

Why Did it Happen?

The Great Depression had many causes. In fact, economists still debate over all the factors that led to the crisis. The following are some of the most important causes:



Lines and long waits at the United States and Western Savings Bank in New York City during the Great Depression, 1933. By Bettmann Archive & its licensors.

The Stock Market

Maybe you have heard your parents or news commentators talk about the stock market. Essentially, it is where people can buy stocks, or very small pieces, of big companies like Walmart or Facebook. If the company makes money, the stock-holder gets also gets a small profit. Investing in a stock is like taking a gamble, because the company could earn a lot of money, or it could lose money.

In the years before 1929 the stock market was an extremely popular way for everyday people to earn some extra money. Because of this, the prices of stocks kept getting higher and higher. By 1929, many prices were much higher than the actual values of companies.

[5] Some people started getting skeptical. Prices could not keep going up forever. So they started selling their stocks while they were still at high prices. More and more people started catching on, until everyone was scrambling to sell their stocks at once. There was no one left to buy all these available stocks, so the prices dropped steeply.

This caused what is known as a stock market crash. In just one day, on October 29, 1929, the whole stock market lost over \$14 billion.

1. *Severe (negative); very great, intense, or harsh*

Bank Failures

During the popularity of the stock market, most banks had very few rules about loaning out money. They would loan money to customers so those customers could go use it to buy more stocks.

When the stock market lost so much money, suddenly all those customers had no way to pay back their loans. But when people heard about the crash, they started to panic and wanted to pull the money out of their savings accounts just to keep it safe.

With no money back from all the loans they had given out, the banks did not have enough money supply to also pay out everything from everyone's savings. The bank failures rippled throughout the nation, causing even more economic problems and panic for average Americans.

The Dust Bowl

[16] A record-setting drought hit the middle states, especially Oklahoma, around the same time. The timing could not have been worse. Farmers, who usually remained stable during economic uncertainty because they could at least grow their own food, were suddenly in just as much trouble as the rest of the country.

The drought brought hot, dry winds sweeping across the plains, blowing huge clouds of dust across the plains and into many peoples' houses and lungs. Families could not stay in the area. They packed up and left the Great Plains, heading west to places like California to find work. Unfortunately, other states already had their own unemployment problems; there were not enough jobs for the newcomers.

Effects of the Depression

At the beginning of the financial problems few people predicted the crisis would last over a decade. But the problems were more extensive and much deeper than analysts realized at first.

One of the most important effects of the Great Depression was unemployment. At its peak in 1933 around 25% of adults were unemployed — this means 1 in 4 adults did not have jobs.

Without steady income, many families were forced out of their homes. Some found other family members to live with, while others had to take to the streets. Some people moved into small shanty towns called Hoovervilles, named after the president at the time Herbert Hoover. These people often had to rely on charity soup kitchens to get enough food to eat.

Political Interventions

[15] In 1932, near the worst of the Depression, President Franklin D. Roosevelt was elected. He immediately started working to fix the problems. The set of policies and government programs he instituted are known as the New Deal.⁴

2. *the grassland prairie region of North America*
3. *A "shanty" is a small, crudely built shack.*

To address the banking issues, he temporarily closed all banks to give them a chance to restructure themselves. He set guidelines for future bank operations. He also made more rules for how investors on the stock market could buy and sell stocks more responsibly.

To help families affected by unemployment, he created many employment programs. Groups like the Civilian Conservation Corps (CCC) and Works Progress Administration (WPA) used government funds to pay young men for services like building roads and cleaning parks. This gave families some money to start buying necessities again.

President Roosevelt started dozens of programs during his time in the White House. Not all of them were successful, and a few were even deemed unconstitutional, but many did have positive results.

Culture Amid Crisis

Even though Americans faced one of the greatest challenges in our nation's history during the 1930s, they were able to produce art and entertainment to raise everyone's spirits.

[20] Radio became a central aspect of many people's home lives. They could listen for free to comedy shows like *Amos 'n' Andy* and *The Jack Benny Show*. President Roosevelt also made regular speeches on the radio, known as his fireside chats, to reassure the American people and explain his newest New Deal policies.

Movies continued to grow in popularity. Many movies featured tough gangsters and witty city-dwellers with exciting plots. Viewers could escape into this world for a few hours any time they watched a movie.

Music portrayed a more complex, and for many people more reliable, view of society during the Great Depression. Some songs recalled the better days of the 1920s when the country was happy. The mid-1930s introduced swing music and the big band genre, full of upbeat and exciting melodies. The dancing that accompanied it was fast paced. But other artists, like Bing Crosby, did not shy away from writing music that reflected the hard times. His song "Brother, Can You Spare a Dime?" became popular.

Recovery

Even though the worst of the Great Depression came in 1933, its negative effects and high unemployment continued throughout the 1930s.

When the United States entered World War II in 1941, things began to change. The military needed new equipment and supplies, so thousands of new manufacturing jobs opened to support the war effort. This cut down on the still-soaring unemployment rates. Living standards still remained relatively low, because so many factories built war materials instead of everyday goods for households. Still, Americans began to regain their sense of hope for the future. After the war ended, their hopes were realized as living standards rose and economic prosperity spread across the country.

4. a series of programs that were enacted between 1933 and 1938 in the United States as a response to the Great Depression

3

[25] The Great Depression lives on through famous literature like John Steinbeck's novel *The Grapes of Wrath*,⁵ published in 1939. But the Great Depression's legacy may best be seen in the Social Security Act, which was passed by Congress in 1935. Since then the government has provided Americans with pensions⁶ for the retired, as well as assistance to the unemployed and those with disabilities.

⁵*The Grapes of the Great Depression*, by Jessica McElroy. Copyright © 2017 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0

5. a novel about the hardships of an American farm family in the Dust Bowl during the Great Depression
6. a regular payment made during a person's retirement from an investment fund to which that person or their employer has contributed during their working life

4

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies the central idea of the text?
 - A. The Great Depression was a very difficult time for America, and the government took action to help the economy recover.
 - B. The Great Depression could have easily been avoided if Americans had been more informed on how the stock market and banks operated.
 - C. The Great Depression could not have been prevented, as the previous decades had experienced nothing but growth.
 - D. The Great Depression was a horrible economic time for America, but the government's violation of citizens' rights while helping the economy recover was much worse.
2. PART B: Which section from the text best supports the answer to Part A?
 - A. "Because of this, the prices of stocks kept getting higher and higher. By 1929, many prices were much higher than the actual values of companies." (Paragraph 4)
 - B. "In 1932, near the worst of the Depression, President Franklin D. Roosevelt was elected. He immediately started working to fix the problems. The set of policies and government programs he instituted are known as the New Deal." (Paragraph 15)
 - C. "Music portrayed a more complex, and for many people more relatable, view of society during the Great Depression. Some songs recalled the better days of the 1920s when the country was happy." (Paragraph 22)
 - D. "Even though the worst of the Great Depression came in 1933, its negative effects and high unemployment continued throughout the 1930s." (Paragraph 23)
3. How does the section regarding entertainment in America contribute to the development of ideas in the text?
 - A. It shows how hard the Great Depression was on all businesses.
 - B. It emphasizes how the Great Depression affected all aspects of life.
 - C. It proves Americans were unable to afford even basic necessities.
 - D. It shows how the entertainment industry used the Great Depression to their advantage.
4. How did President Roosevelt influence the recovery from the Great Depression?
 - A. He pumped money into the economy to inflate it.
 - B. He encouraged women to join the workforce.
 - C. He allowed the economy to recover on its own.
 - D. He created programs that helped citizens find work.

5. How does the description of the government's intervention in the Great Depression contribute to the development of ideas in the text?



Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Do you think that President Roosevelt's policies were the right choices to help America? What else should he have done, or not done, to help America? Explain your opinion.
2. In the context of the text, how has America changed over time? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
3. In the context of the text, does money buy happiness? To what extent do you believe America was a completely unhappy place during the Great Depression?

Name: _____ Class: _____

Courage in Denmark: Resistance to the Nazis in WWII

by The United States Holocaust Memorial Museum
From The Holocaust Encyclopedia • 2015

World War II (WWII) was a global conflict that lasted from 1939 to 1945. It involved more than 100 million people and over 30 countries. The Allied powers – including the United States, the United Kingdom, and the Soviet Union – worked together to defeat the Axis powers, which consisted of Germany, Italy, and Japan. During this time, Germany was led by Adolf Hitler and the Nazi party, which planned and executed the mass killing of over 11 million people, including more than 6 million Jews. This was called the Holocaust. At the beginning of WWII, Denmark, Sweden, and Norway declared that they were not taking sides in the conflict. They were hoping to avoid repeating the horrors of World War I, although this did not prevent the German government from invading the territories and taking away the rights of citizens of these countries. As you read, take notes on ways that people stood up against discrimination and violence in Denmark during World War II.

Most individuals in occupied Europe did not actively collaborate in the Nazi genocide.¹ Nor did they do anything to help Jews and other victims of Nazi policies.² Throughout the Holocaust, millions of people silently stood by while they saw Jews, Roma (Gypsies),³ and other “enemies of the Reich” being rounded up and deported.⁴ Many of these bystanders told themselves that what they saw happening was none of their business. Others were too frightened to help. In many places, providing shelter to Jews was a crime punishable by death.



¹Spekulation at the Jewish German headquarters in Copenhagen during the Holocaust, which has been thrown out from the building's records under the Danish Law.

In spite of the risks, a small number of individuals refused to stand by and watch. These people had the courage to help by providing hiding places, underground escape routes, false papers, food, clothing, money, and sometimes even weapons.

1. The Nazi party, led by Adolf Hitler, ruled Germany between 1933 and 1945. They were responsible for planning and carrying out the Holocaust, the mass murder of over 6 million European Jews. Members of many other minority groups were targeted and killed at this time as well.
2. Genocide means the deliberate killing of a large group of people from a specific race or religion.
3. The murder of Jewish people and other minorities during the Holocaust was preceded by a series of policies that paved the way for the killings. These included laws that prevented Jewish people from serving in public office, restrictions on the number of Jewish students allowed to study at German universities, and restrictions on the freedom of movement of German Jews. Many of these policies were aimed at making it nearly impossible for Jewish citizens to make their ethnic backgrounds, which made it easier for the Nazis to target them once the killings began.
4. The term “Gypsies” refers to members of a traveling people who speak Romany and traditionally make their living through seasonal work, trade, and fortune-telling.
5. Reich is a German word that translates to “realm.” It has historically been used to denote the periods of rule of different empires in the region. The Third Reich refers to the period of German history between 1933 and 1945, when the country was under the rule of Adolf Hitler.
6. Deport (verb) to remove from a country, often on the grounds of illegal status or for having committed a crime.

Denmark was the only occupied country that actively resisted the Nazi regime's attempts to deport its Jewish citizens. On September 28, 1943, Georg Ferdinand Duckwitz, a German diplomat, secretly informed the Danish resistance that the Nazis were planning to deport the Danish Jews. The Danes responded quickly, organizing a nationwide effort to smuggle the Jews by sea to neutral Sweden. Warned of the German plans, Jews began to leave Copenhagen, where most of the almost 8,000 Jews in Denmark lived, and other cities, by train, car, and on foot. With the help of the Danish people, they found hiding places in homes, hospitals, and churches. Within a two-week period, fishermen helped ferry some 7,200 Danish Jews and 680 non-Jewish family members to safety across the narrow body of water separating Denmark from Sweden.

The Danish rescue effort was unique because it was nationwide. It was not completely successful, however. Almost 500 Danish Jews were deported to the Theresienstadt ghetto in Czechoslovakia.⁵ Yet even of these Jews, all but 51 survived the Holocaust, largely because Danish officials pressured the Germans with their concerns for the well-being of those who had been deported. The Danes proved that widespread support for Jews and resistance to Nazi policies could save lives.

- [5] There are numerous stories of brave people in other countries who also tried to save the Jews from perishing at the hands of the Nazis. Nearly 12,000 Jewish children were rescued by clergymen in France who found housing for them and even smuggled some into Switzerland and Spain. About 20,000 Polish Jews were able to survive in hiding outside the ghetto⁶ in Warsaw because people provided shelter for them in their homes. Some Jews were even hidden in the Warsaw Zoo by the zoo's director, Jan Zabinski.

⁵“Change in Danes’ Resistance to the Nazis in WWII” from *The Holocaust Encyclopedia*. © 2015, The United States Holocaust Memorial Museum. Reproduced with permission, all rights reserved.

7. Transport by boat.
8. Theresienstadt was a concentration camp established by the Nazis during World War II in German-occupied Czechoslovakia. Tens of thousands of prisoners died there; some were killed outright and some died of malnutrition, starvation, or disease.
9. Historically, the term “ghetto” has referred to an isolated or segregated area, particularly one that is home to a majority Jewish population.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best identifies the central idea of this article? [RI.2]
- A. The efforts of the Danish government to rescue its Jewish citizens from the Nazis, while noble, were ultimately ineffective.
 - B. The most effective rescuers of Jewish children during the Holocaust were members of the French church.
 - C. While many people were afraid to disobey the Nazis, some brave individuals and nations—most notably, Denmark—successfully fought against the Holocaust.
 - D. Fighting against large-scale terror is a task best reserved for large nations and organizations; individuals are unlikely to be able to effect real change.
2. PART B: Which phrase from the text best supports the answer to Part A? [RI.3]
- A. "Most individuals in occupied Europe did not actively collaborate in the Nazi genocide." (Paragraph 3)
 - B. "Denmark was the only occupied country that actively resisted the Nazi regime's attempts to deport its Jewish citizens." (Paragraph 3)
 - C. "Almost 500 Danish Jews were deported to the Theresienstadt ghetto in Czechoslovakia." (Paragraph 4)
 - D. "Nearly 12,000 Jewish children were rescued by dergymen in France who found housing for them and even smuggled some into Switzerland and Spain." (Paragraph 5)
3. PART A: Which of the following most closely matches the meaning of the word "papers" as it is used in paragraph 2? [RI.4]
- A. personal identification documents
 - B. news reports
 - C. material for writing secret escape plans
 - D. ration cards in order to get food while traveling
4. PART B: Which word/phrase from the text best supports the answer to Part A? [RI.1]
- A. "escape routes" (Paragraph 2)
 - B. "false" (Paragraph 2)
 - C. "food" (Paragraph 2)
 - D. "secretly informed" (Paragraph 3)

5. Paragraph 1 states that "providing shelter to Jews was a crime punishable by death." [RI.5]
How does this statement contribute to the development of the ideas in the text? Cite evidence from the text in your response.

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. How do you think the Danish government's declared intention to remain neutral relates to or influenced their willingness to fight for the rights of their Jewish citizens?
2. During the Holocaust, why did some people display extraordinary courage, while others told themselves that what they saw happening was none of their business (Paragraph 1)? How can we account for these differences in people?
3. The article makes note of individual people who aided Jews during the Holocaust, providing them with shelter, food, and financial assistance, despite the threat of imprisonment or death. In the context of this article, how does a person overcome adversity? Use evidence from this text, your own experience, and other literature, art, or history in your answer.
4. The Danish resistance to Nazism is celebrated as evidence that standing up to evil can have a real impact. "The Danes proved that widespread support for Jews and resistance to Nazi policies could save lives" (Paragraph 4). In the context of this article, how do people create change? Use evidence from this text, your own experience, and other literature, art, or history in your answer.
5. In the context of this article, what does it mean to be brave? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Name: _____ Class: _____

The Cold War

By Jessica McBray
2017

The Cold War was a time of political and military tension between the United States and the Soviet Union following World War II. In this informational text, Jessica McBray details the various events of the Cold War and the effects they had both domestically and internationally. As you read, identify how the events of the Cold War affected the United States.

The Cold War is a part of world history that stretched over a period of more than 50 years. It embodied many military, political, cultural, and scientific tensions that had been building between nations for decades. Although it primarily involved the United States and the Soviet Union, the conflict affected dozens of other countries on almost every continent in the world.

The Cold War was a complex web of conflicts, so it is easiest to understand it by asking some big-picture questions.

What Is a Cold War?

When we normally think of war, we think of what scholars call "hot war." A hot war is a military conflict between two countries who go directly into combat with each other.

On the other hand, a "cold war" happens when two countries are openly hostile towards each other without using violence. They might promote negative opinions about the enemy, threaten each other without actually following through, or do anything else (short of military action) to tear down the enemy.

Who Fought the Cold War?

[5] The two main actors were the United States and the Soviet Union. The Soviet Union stretched across modern-day Russia, into eastern Europe, and down near the Middle East. Both countries wanted to be the dominant world power.

Where did the Cold War Happen?

Because it was a cold war, the two countries never directly fought with each other. Instead, they supported opposite sides of other wars they believed could promote their own beliefs. So really, the Cold War happened all over the world. It stretched to countries on almost every continent, including Cuba, Korea, Hungary, Guatemala, Congo, and more.

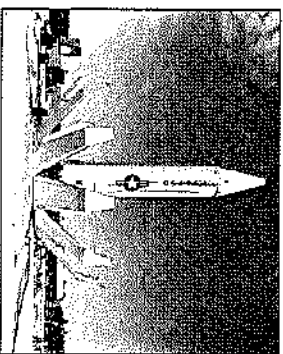


Image provided by U.S. Army in the public domain.

When Did It Happen?

The Cold War started shortly after World War II ended. In 1947, in the aftermath of the war, Germany was defeated, but both the U.S. and the USSR were world superpowers who wanted control. They decided to split control of the old German territory in half. Soon, a wall went up separating the two territories; this Berlin Wall became the most famous physical icon of the Cold War. The destruction of the Berlin Wall, and the fall of the Soviet Union in 1991, ended the war.

Why?

Arguably, the central reason for the Cold War was the conflict between capitalism¹ and communism.² Both the U.S. (the capitalists) and the Soviet Union (the communists) believed their economic and governmental systems were superior, and both believed the other side's way would seriously harm the world.

As a result, the U.S. devised a policy of "containment," which said the U.S. would not try to fight existing communist countries, but they would do anything they could to stop new countries from becoming communist. Since this policy went directly against the USSR's goal to expand communism globally, the two superpowers often found themselves fighting on behalf of smaller countries.

[10] Nuclear weapons complicated this ideological³ tension. The U.S. first showed the world the power of nuclear missiles in 1945. It wasn't long before the Soviet Union developed its own nuclear weapons. Now, either country could wipe the other one out with the push of a button.

How was It Fought?

The Cold War was made up of many smaller incidents across the world. Each incident was unique, but a few are more famous than the rest.

One example of the indirect warfare between the U.S. and the USSR was the Vietnam War. From 1957 to 1975, in 1957 the communist-led North Vietnamese army began attacking South Vietnam. They hoped to gain control of the whole country. The U.S. saw this as a communist threat and, because of the containment policy, began sending troops to support South Vietnam in 1964. The Soviet Union, in turn, provided significant monetary⁴ support to North Vietnam. Unfortunately, the war essentially turned into a stalemate.⁵ U.S. troops pulled out in 1973, and South Vietnam fell to the Northern communist forces two years later.

1. an economic system that relies on individualism, property rights, and competition
2. an economic system that relies on community, distribution, and cooperation
3. ideology through the set of ideas and beliefs of a group or political party
4. monetary: adjective of or relating to money
5. stalemate: noun, a situation in which further action or progress from either side seems impossible

Tensions were always high between the U.S. and the USSR. The best example is the Cuban Missile Crisis, which occurred in 1962 and was one of the tensest moments in the Cold War. U.S. spies discovered that the Soviet Union had placed nuclear missiles on the coast of Cuba, only a few hundred miles away from Florida. For several days, as President John F. Kennedy and his advisors debated what to do, it looked as if the incident might escalate into a nuclear world war. However, President Kennedy and Soviet leader Nikita Khrushchev both made some courageous decisions to hold back and rely on diplomacy⁹ instead of war. They agreed not to attack each other.

The Cold War was not just military; in fact, the famous space race of the 1960s was largely a scientific competition between the U.S. and the Soviets. In 1961 President Kennedy declared the U.S. would reach the moon by the end of the decade. The competition that followed led to some incredible scientific discoveries in both countries. In the end, the Soviets were first to launch a man into space (Yuri Gagarin in 1961), but the U.S. did accomplish its goal and was first to land on the moon, in July of 1969.

The Cold War and the U.S.

The Cold War clearly influenced many international events, but it also influenced daily life in the United States. One very real fear was nuclear war. Regular citizens in the U.S. were aware that a nuclear bomb could potentially fall at any moment. Some families constructed underground bomb shelters and kept them stocked with food just in case of nuclear fallout. Public schools conducted nuclear fallout drills, much as we have fire drills today, in which students would practice hiding under their desks if they saw a bomb go off.

The fear of communism also had tangible⁷ effects on the home front. Particularly during the 1950s as the policy of containment became more well-known, people began to see communism as a threat to their own communities as well. Anyone with possibly communist-leaning ideas was suspicious. Congress got involved when senator Joseph McCarthy started seeking out people who had been affiliated with communism in any way; he even worked with the FBI to obtain information on people's backgrounds and whereabouts. "McCarthyism" swept the nation, and many people, especially actors in Hollywood, were put on watchlists without much evidence.

The Cold War slowly declined as the U.S. and the Soviet Union formed better relationships and agreed to get rid of some of their nuclear weapons. It officially ended in 1991, when the Soviet Union collapsed and its communist government dissolved. The tense relationship between the two countries defined much of world history for almost half a century; even today the U.S. and Russia have a complicated relationship. The Cold War also showed how much ideas can influence countries and their actions.

The Cold War by Jessica McElwain. Copyright © 2017 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.

6. Diplomacy (noun), the art and practice of conducting negotiations between nations without damaging relations or creating ill will
7. Tangible (adjective), clear and definite

3

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement expresses the central idea of the text?
 - A. The atmosphere of the Cold War led to some of the most important technological and scientific discoveries to date.
 - B. While tension was high between many nations during the Cold War, leaders were able to keep life relatively normal for citizens in their countries.
 - C. While the Cold War lasted several decades, it had less severe effects because there was no actual violence.
 - D. The Cold War was a time of conflict and fear between nations that affected America's relationship with many other countries.
2. PART B: Which TWO details from the text best support the answer to Part A?
 - A. "They might promote negative opinions about the enemy, threaten each other without actually following through, or do anything else (sort of military action)" (Paragraph 4)
 - B. "They decided to split control of the old German territory in half, soon, a wall went up separating the two territories" (Paragraph 7)
 - C. "The U.S. first showed the world the power of nuclear missiles in 1945. It wasn't long before the Soviet Union developed its own nuclear weapons" (Paragraph 10)
 - D. "U.S. spies discovered that the Soviet Union had placed nuclear missiles on the coast of Cuba, only a few hundred miles away from Florida" (Paragraph 13)
 - E. "The famous space race of the 1960s was largely a scientific competition between the U.S. and the Soviets" (Paragraph 14)
 - F. "People began to see communism as a threat to their own communities as well. Anyone with possibly communist-leaning ideas was suspicious" (Paragraph 16)
3. How does the author primarily structure "How Was It Fought?" (Paragraphs 11-14)?
 - A. The author describes the events of the Cold War in the order that they took place.
 - B. The author breaks down the complex event by defining key terms for readers.
 - C. The author gives three examples of major historical events from the Cold War period.
 - D. The author groups the events of the Cold War together based on location to minimize confusion.
4. How do paragraphs 3-4 contribute to the development of ideas in the text?
 - A. They compare cold wars to typical military conflicts.
 - B. They dissect the various types of military strategies used in war.
 - C. They illustrate how the United States and Soviet Union fought the Cold War.
 - D. They detail why the Cold War is a time period as much as it was a war.

4

5. Explain the relationship between the Cold War and Americans' everyday lives. Cite evidence from the text in your response.

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the context of this text, how does fear drive action? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

2. The Cold War changed the lives of Americans in many ways, even though the war was very different from previous wars America had fought in. How did awareness of the conflict change life in America? How can war affect citizens who are not fighting the war itself?

3. Consider a time when the United States was involved in a conflict abroad during your lifetime. Even though it was not fought in America, did it impact your day-to-day life? Why or why not?



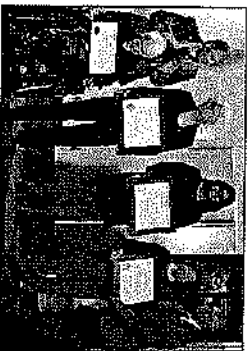
Name: _____ Class: _____

The Women of Hidden Figures

By Jessica McBridey
2017

Beginning in 1955, the United States and the Soviet Union began competing in the Space Race, a race to determine who would achieve superiority in spaceflight. The following text describes some of the people who made significant contributions to this race and who were, until recently, hidden from popular history. As you read, take notes on the challenges that each woman faced due to prejudice based on her race and gender.

- [1] When the movie *Hidden Figures* hit theaters in December 2016, few Americans had ever heard of Katherine Johnson, Dorothy Vaughan, Mary Jackson, or any of the women who worked as “computers” behind the scenes of the Space Race in the 1960s. These women and their peers at NASA are a key part of American history. African American women did much of the difficult number-crunching for our most famous space missions, including John Glenn’s first orbit of the Earth.



Hidden Figures based on the book *Hidden Figures: The American Dream and the Untold Story of the Black Women Who Helped Win the Space Race* by Margot Lee Shetterly. The film and book tell the stories of three African American women who accomplished incredible things in the fields of science and mathematics, and who made great contributions to the fight for gender and racial equality.

Katherine Johnson

Katherine Johnson, born in 1918, always loved numbers. She says she “counted everything,” from steps to silverware. She grew up in West Virginia, where she advanced to high school by the age of 10.

Getting a high school education was not easy for an African American student in the 1930s. The county where she lived did not offer public schooling for African American students beyond eighth grade, so she and her parents moved to a different city — Institute, West Virginia — so she could continue her education. She was clearly a gifted student, and she was exceptionally good at math. She graduated from high school at 14 and went on to graduate from college at age 18.



- [5] Johnson decided to spend the next several years caring for her children at home and working as a teacher. By 1953, her children were older, and she went to work at the National Advisory Committee for Aeronautics, or NACA (which eventually came to be known as NASA in 1959). Around this time, NACA began hiring both white and black women to be “computers” — not the handy machines we have today, but skilled mathematicians who performed all the tedious calculations necessary for safe space flight.

Johnson stood out as an impressive computer. Engineers at NACA used her notes and equations in lectures they gave to trainees. She completed trajectory calculations for the Freedom 7 mission¹ in 1961 to ensure the rocket would head in exactly the right direction.

In 1962, John Glenn, the first American to orbit the Earth, specifically requested that Johnson do all the calculations for his famous orbital mission. The government had recently begun using automated computers (more like the computers we have today) to perform these calculations, but Glenn preferred that Johnson complete them herself.

Later in her career, Johnson helped with Space Shuttle missions and authored or co-authored 26 research reports. She received the Presidential Medal of Freedom in 2015.

Dorothy Vaughan

In 1943, at the height of World War II, Dorothy Vaughan left her job as a math teacher in Virginia to take a temporary job in the government. She wanted to serve her country, so she worked as a computer for NACA.

- [10] A recently signed law outlawed racial discrimination in hiring, but African American computers still had to sit in a separate office and use a separate bathroom from their white counterparts. Additionally, all the supervisors were still white.

Vaughan played the role of unofficial supervisor to her office of African American computers, managing her peers and answering questions, but she did not get paid any more to reflect her work. She addressed this problem with her superiors, and she became NACA’s first black supervisor in 1949.

NACA engineers came to value her group of computers and often requested them specifically for difficult projects. They also trusted Vaughan’s judgment and asked for her recommendations on whom they should hire.

As a supervisor, Vaughan had the opportunity to learn how to use NACA’s first computing machines. She quickly mastered the programming language that made them work properly, and many looked to her for guidance as they learned how to use the new machines as well.

Mary Jackson

Mary Jackson was one of the computers who worked directly under supervisor Dorothy Vaughan. She joined NACA in 1951, after several career changes and earning a degree in Math and Physical Sciences.

1. Tedious *and* tedious long and tiresome
2. the first United States human spaceflight

[15] After two years as a computer, she received an offer to work directly with one of NASA's engineers, who designed super-high-speed wind tunnels. Female engineers were almost unheard of at the time — not to mention black female engineers!

But she faced a problem: to become a full-fledged engineer, she had to complete several graduate-level courses. At the time, these classes were only held in a segregated high school in the evenings. Jackson had to go through the city government to get special permission to attend these classes so she could serve as a NASA engineer.

She earned her degree and became an engineer in 1958. She worked in this role for almost two decades, co-authoring reports and conducting scientific research. By 1979, Jackson had reached the highest level of the engineering department, but she grew frustrated that she was not promoted beyond that to a managerial position. Instead of continuing her career as a scientist, Jackson switched careers yet again, this time to serve NASA as the Federal Women's Program Manager. In this role she worked hard to make sure the government hired and promoted women and minorities.

Each of these three women played a unique role in promoting the equality of African American women in the workplace. Katherine Johnson showed her superiors how detailed and reliable a female mathematician can be. Dorothy Vaughan proved to the administrators at NASA that she, too, could lead large groups with skill. And Mary Jackson fought discrimination to earn advanced engineering degrees that few women and African Americans before her had received. These women — and the entire group of African American mathematicians at NASA — had a remarkable impact on the push for equality.

The Women of Hidden Figures by Jessica Watkins. Copyright © 2017 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement expresses the central idea of the text?
 - A. Johnson, Jackson, and Vaughan challenged prejudice at NASA to accomplish what African American women had never been allowed or expected to do before.
 - B. While all NASA "computers" helped advance women and African American rights, Johnson was responsible for grabbing the nation's attention.
 - C. The public wasn't aware of African American women's role in NASA until recently because the organization kept their involvement a secret.
 - D. Johnson, Jackson, and Vaughan would have gone on to accomplish great things at NASA if it weren't for the discrimination they faced because of their gender and race.
2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Few Americans had ever heard of Katherine Johnson, Dorothy Vaughan, Mary Jackson, or any of the women who worked as 'computers' behind the scenes of the space race in the 1960s." (Paragraph 1)
 - B. "In 1962, John Glenn, the first American to orbit the Earth, specifically requested that Johnson do all the calculations for his famous orbital mission." (Paragraph 7)
 - C. "By 1979, Jackson had reached the highest level of the engineering department, but she grew frustrated that she was not promoted beyond that to a managerial position." (Paragraph 17)
 - D. "Each of these three women played a unique role in promoting the equality of African American women in the workplace." (Paragraph 18)
3. How do paragraphs 10-11 contribute to the development of ideas in the text?
 - A. They show how NASA was not prejudiced against employees based on race.
 - B. They prove that racial discrimination persisted, despite recent changes in the law.
 - C. They reveal why segregation was allowed to persist among NASA "computers."
 - D. They emphasize how difficult it was for women to be promoted in NASA.
4. Which statement best describes the relationship between the women's stories and their popularity today?
 - A. The three women described in the text have become famous because of the book they wrote about their experiences.
 - B. NASA recently revealed their importance in John Glenn's 1962 space orbit.
 - C. A 2016 book and film made Johnson, Vaughan, Jackson, and their legacies well known.
 - D. Vaughan's, Jackson's, and Johnson's contributions are still being debated, and NASA does not believe their contributions were significant.

5. How do Jackson's and Johnson's experiences pursuing an education contribute to readers' understanding of the effects of discrimination?

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Why did race and gender influence the way people were treated at NASA? What challenges did African American women encounter that white women did not? Have you ever been prevented or discouraged from doing something because of your race and/or gender?

2. How do you think the actions of Katherine Johnson, Dorothy Vaughan, and Mary Jackson changed how African American women were perceived and treated?

3. In the context of this text, why do people succeed? What qualities help a person succeed? Cite evidence from the text and consider your own experiences in your answer.

Name: _____

Class: _____

Duck & Cover: School Drills During the Cold War

By Jessica McElmrey
2016

During the Cold War (a period of political tension that followed World War II), Americans feared that their enemy, the Soviet Union, might attack with a dangerous nuclear bomb. To prepare, the United States government took certain measures to prepare for that possibility. One of these steps involved having schoolchildren perform emergency "Duck and Cover" drills in which they practiced how to react in the event of a nuclear attack. As you read, takes notes on all of the factors that caused fear for people during this time.

[1]

Beginning in the 1950s, the United States and the Soviet Union (a socialist country that was made up of what are now 15 different countries and that existed from 1922 to 1991) had a very tense relationship known as the Cold War. Although the Cold War never did escalate from tension to real violence between the two countries, people in the United States worried that the Soviets might attack with a nuclear bomb.¹ To prepare for such an event, elementary and high school students performed emergency drills at school, just as we might do fire or other safety drills today. The most common drill was called "Duck and Cover."²

In a duck and cover drill, a student drops to the floor and gets under something, like a desk. Then they lie face-down, curl up, and cover the head and neck with a jacket, book, or even their hands. The goal of this drill was to protect against several dangerous side effects of a nuclear blast. The force of the explosion could create immense amounts of heat. It could also cause windows to shatter. Keeping one's face on the floor could prevent burns and protect it from flying pieces of sharp glass.

The United States government worked hard to teach as many people about the duck and cover drill as possible. In 1951 they also released a short video, also titled "Duck and Cover," written for children in schools. This film featured a cartoon turtle named Bert, who ducked and covered whenever he saw a bright flash of light. Schrods encouraged teachers to yell, "Droop!" in the middle of a lesson in order to see if students were prepared at any moment. Some cities even made small metal dog tags³ for children to wear, so that they could be identified in case a bomb killed them.



¹Bert is licensed under Public Domain.

1. A totalitarian country is one that follows socialism, a system in which everyone is supposed to have an equal opportunity to benefit from a country's wealth. Under socialism, the country's main industries are usually owned by the state.
2. A nuclear bomb is a type of weapon used in war that can create huge amounts of destruction, wiping out land for miles and miles and killing or harming thousands of people.
3. Identities (objects) tags
4. Dog tags were rectangular pieces of metal that were engraved with the wearer's name. Soldiers wore them around their necks during battle so they could be identified.

1

The government also wanted to help adults know what to do in an emergency. They released informational pamphlets that explained the duck and cover position and other strategies to survive a nuclear attack. They sent trucks around the country to show the videos and pass out booklets of information. Stores and magazines advertised bomb shelters that people could buy to put in their backyards.⁴ Cities set up public "fallout centers" where people could go to run away from atomic radiation,⁵ and they also stored large amounts of food and installed emergency broadcast systems in public places. The federal government estimated⁶ that all these efforts would save 27 million people.

[5]

Writers and scholars disagree about whether these programs were good or bad. Some say they promoted a healthy awareness of a real threat to the United States. Others say they gave people an unnecessary fear of crisis. School drills and other nuclear preparedness programs slowly went away in the 1960s, as U.S. leaders began to talk more openly with Soviet leaders.

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5. Radiation is a dangerous, invisible light wave that comes from an atomic bomb. It can cause cancer.
6. Estimate (verb): to make an educated guess.

2

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. What is the author's main purpose in writing this article? Cite evidence from the text. [RI.6]
in your response.

2. PART A: Which TWO of the following best identify the central themes of this article? [RI.2]

- A. Preparing students to respond to natural disasters
- B. The usefulness of dog tags during wartime
- C. Safety and preparedness measures taken by the U.S. government
- D. The use of persuasive (though unnecessarily fearful) information during the Cold War
- E. The best methods for fighting a war
- F. Fear and tension during the Cold War

3. PART B: Which TWO phrases from the text best support the answers to Part A? [RI.1]

- A. "To prepare for such an event, elementary and high school students performed emergency drills at school... The most common drill was called 'Duck and Cover,' (Paragraph 1)
- B. "In 1951 they also released a short video, unsurprisingly titled 'Duck and Cover,' written for children in schools." (Paragraph 3)
- C. "Some cities even made small metal dog tags for children to wear, so that they could be identified in case a bomb killed them." (Paragraph 3)
- D. "Cities set up public fallout centers where people could go to run away from atomic radiation..." (Paragraph 4)
- E. "Writers and scholars disagree about whether these programs were good or bad." (Paragraph 5)
- F. "Others say they gave people an unnecessary fear of crisis." (Paragraph 5)

4. PART A: What does the word "escalate" most closely mean as it is used in paragraph 1? [RI.4]

- A. To become more intense or serious
- B. To develop slowly
- C. To move forward rapidly
- D. To become angry

5. PART B: Which phrase from the text best supports the answer to Part A? [RI.1]

- A. "very tense relationship"
- B. "from tension to real violence"
- C. "worried that the Soviets might attack"
- D. "performed emergency drills"

6. Which statement BEST describes how the "Duck and Cover" drills are described in the text? [RI.2]

- A. The drills were an extreme and completely unnecessary attempt by the government to make people fear nuclear warfare and get them involved in the war effort.
- B. They were not effective in providing any protection against burns and broken glass.
- C. The drills, which may seem extreme to those who know now that no nuclear attack was carried out, represented an effort to protect citizens during an uncertain time.
- D. They did an excellent job of educating schoolchildren about fallout centers and the science and politics behind nuclear attacks.

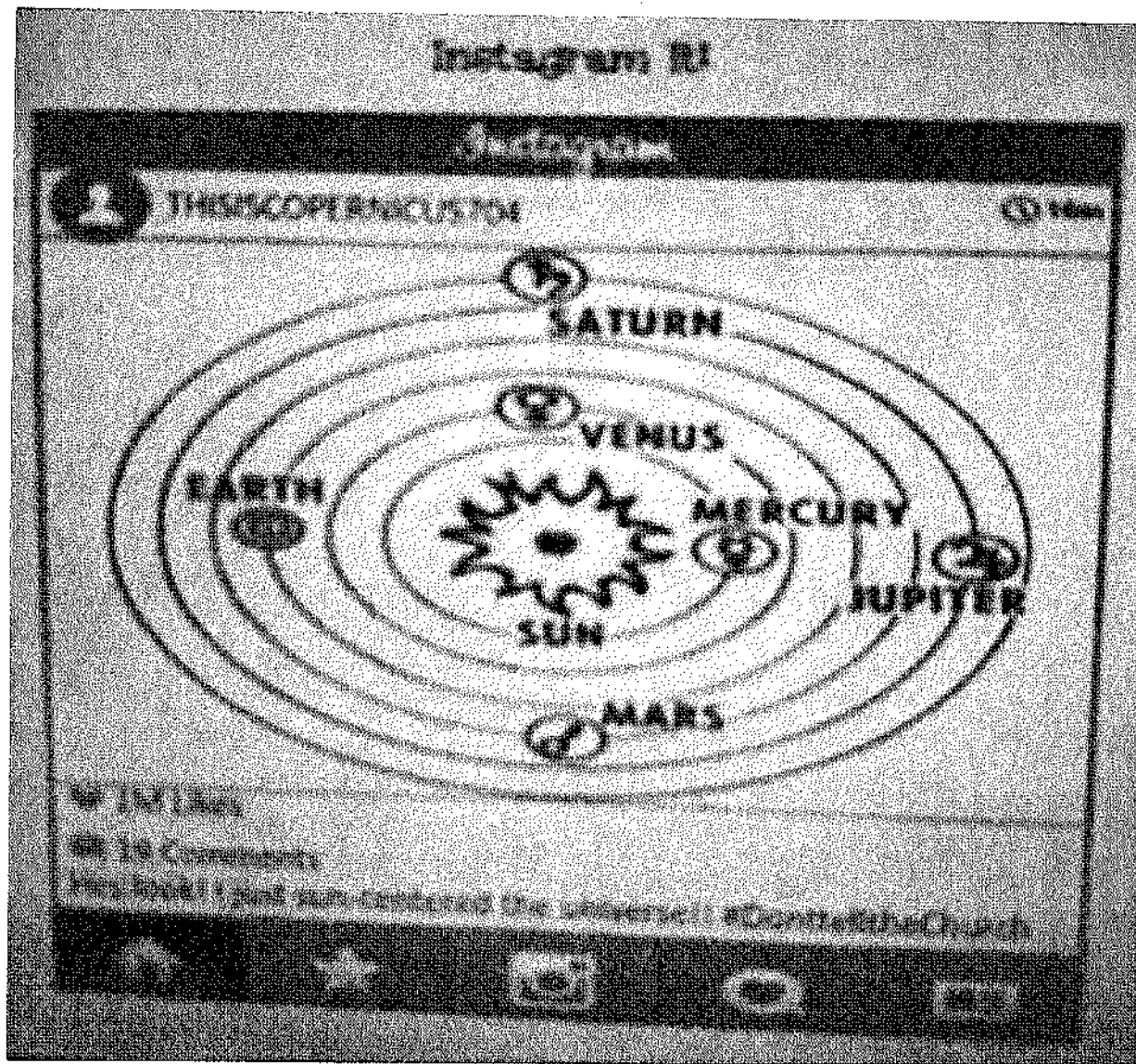


Discussion Questions

Directions: Restate your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Why do you think the United States government used a cartoon turtle named Bert to convey the importance of being prepared for attack?
2. As you now know from reading the article, the Cold War did not result in any nuclear attacks. In your opinion, was it worthwhile to teach children how to "duck and cover"? Was this too extreme, causing unnecessary fear? Explain.
3. How do you feel about preparedness efforts in your own life? Do you think it is important to have a plan in the event of an attack or a natural disaster, no matter how unlikely such an event may be?
4. As noted in the text, some people believe that the "Duck and Cover" school drills did more harm than good by making people fearful and nervous. In the context of this article, how does fear drive action? Were the drills justified? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
5. The article describes the tension and fear associated with a specific time in history. In the context of this text, how has America changed over time? Do American schools still work hard to teach students safety? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
6. In the context of this article, how does the possibility of war change people's lives? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Instagram Example





Photogrand



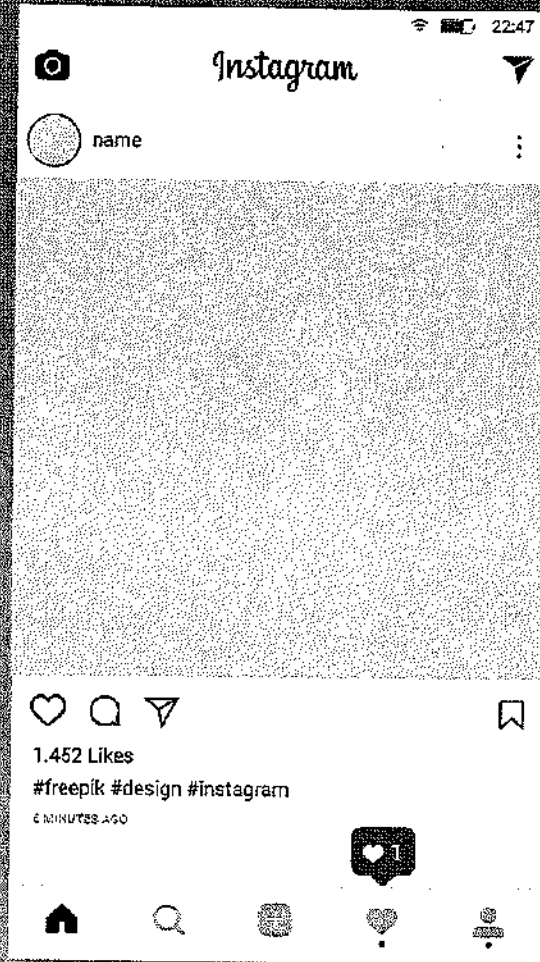
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