

U.S. History
Unit 8: The Cold War (1945-1991)

Time Frame: Approximately three weeks



Unit Description

This unit focuses on using historical thinking skills to examine the Cold War era and how it influenced United States foreign policy decisions, domestic policies, and programs.

Student Understandings

Students analyze the impact of United States domestic and foreign policies on Cold War events during the 1940s and 1950s and explain how these policies attempted to contain the spread of communism. Students cite evidence that links domestic events and foreign policies of the 1960s and 1970s to escalating Cold War tensions. Students explain how the leaders' personalities, events, and policies of the 1980s combined to bring about an end to the Cold War.

Guiding Questions

1. Can students explain how United States foreign policies sought to contain Soviet power?
2. Can students analyze the impact of the domestic and foreign policies of the United States on Cold War events in the 1940s and 1950s?
3. Can students describe the origins and consequences of McCarthyism?
4. Can students explain how the “loss of China” in 1949 influenced U.S. foreign policy decisions?
5. Can students cite evidence that links domestic events and foreign policies of the 1960s and 1970s to escalating Cold War tensions?
6. Can students explain how Cold War tensions escalated in the 1960s and 1970s?
7. Can students describe how events in the Middle East heightened Cold War tensions in the postwar world?
8. Can students describe how Cold War leaders, events, and policies brought about the end of the Cold War in the 1980s?

Unit 8 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)

Grade-Level Expectations	
GLE #	GLE Text
Historical Thinking Skills	
US.1.1	Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> • Conducting short and sustained research • Evaluating conclusions from evidence (broad variety, primary and secondary sources) • Evaluating varied explanations for actions/events • Determining the meaning of words and phrases from historical texts • Analyzing historians' points of view
US.1.2	Compare and/or contrast historical periods in terms of: <ul style="list-style-type: none"> • Differing political, social, religious, or economic contexts • Similar issues, actions, and trends • Both change and continuity
US.1.3	Propose and defend a specific point of view on a contemporary or historical issue and provide supporting evidence to justify that position
US.1.5	Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources
Cold War Era	
US.5.1	Analyze the impact of U.S. domestic and foreign policy on Cold War events during the 1940s and 1950s and explain how these policies attempted to contain the spread of communism
US.5.2	Cite evidence that links domestic events and foreign policies of the 1960s and 1970s to escalating Cold War tensions
US.5.5	Explain how the leaders' personalities, events, and policies of the 1980s combined to bring about an end to the Cold War
ELA CCSS for Literacy in History/Social Studies 6-12	
CCSS #	CCSS Text
Reading Standards for Literacy in History/Social Studies 6-12	
RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).

RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
Writing Standards for Literacy in History/Social Studies, Science, Technical Subjects 6-12	
WHST.11-12.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. <p>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Sample Activities

Activity 1: The Cold War (GLEs: US.5.1, US 5.2, US.5.5; CCSS: RH.11-12.4, WHST.11-12.10)

Materials List: Key Concepts Chart BLM, Types of Wars BLM; secondary sources (books, encyclopedias, Internet access optional) on the topic of the Cold War

Throughout this unit, have students maintain a *vocabulary self-awareness* ([view literacy strategy descriptions](#)) chart. Provide students with a list of key concepts that relate to the Cold War era. Have them complete a self-assessment of their knowledge of these concepts using a chart. Ask students to rate their understanding of a word using a + for understanding, a ? for limited knowledge, or a - for lack of knowledge. Also have them fill in the explanation and extra information columns as best they can. Throughout the unit, students will refer to this chart to make revisions and add information as they gain knowledge of these key concepts. The goal is to replace all the question marks and minus signs with plus signs. (See the Key Concepts Chart BLM and sample below.)

Key concepts may be found in the *U.S. History End-of-Course (EOC) Assessment Guide* which can be found on the State Department website using the following link:

http://www.louisianaecoc.org/Documents/US_History_Assessment_Guide.pdf .

See pages 4, 12, and 14 in the *EOC Assessment Guide*.

Key Concept	+	?	-	Explanation	Extra Information
Containment				<i>The attempt of one nation to block another nation from spreading its influence to other nations.</i>	<i>The United States attempts to stop the spread of communism during the Cold War era.</i>

Throughout this unit, have students refer to their *vocabulary self-awareness* chart to determine if their understandings of the key concepts have changed. Students may use the chart to review for their unit test.

Use secondary source documents (books, encyclopedias, and reliable Internet resources), and have students read about the different types of wars. Students will use *split-page notetaking* ([view literacy strategy descriptions](#)) to record information as they examine the three different types of wars (see Types of Wars BLM and sample below).

Time: 1945-1990	Topic: Types of Wars
What is a cold war?	
Give an example of U.S. involvement in a cold	

war and identify the opposing superpower(s).	
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Information on the three types of wars may be found on the following websites:

Cold War:

<http://www.coldwar.org/>

<http://www.bbc.co.uk/history/worldwars/coldwar/>

http://www.globalsecurity.org/military/ops/cold_war.htm

Cold War video:

<http://www.history.com/topics/cold-war>

Warm War:

<http://www.historylearningsite.co.uk/what%20was%20the%20cold%20war.htm>

Hot War:

<http://www.historylearningsite.co.uk/what%20was%20the%20cold%20war.htm>

<http://www.merriam-webster.com/dictionary/hot%20war>

Hold a class discussion in which students are asked to identify and discuss the differences between the three different types of wars and United States involvement in each. Have students work individually to use information in their *split-page notes* to write a short summary detailing the differences between a cold war, warm war, and a hot war. Students should provide examples of United States involvement in the three different types of wars. Ask student volunteers to read their summaries to the class and facilitate any discussion that follows.

Activity 2: Containment (GLEs: US.1.5, US.5.1; CCSS: RH.11-12.2, RH.11-12.9, WHST.11-12.10)

Materials List: markers, colored pencils, colors, or computer graphics, maps of Europe and the world after 1945 and maps of Europe after 1989; primary and secondary sources (books, encyclopedias, Internet access optional) on the United States foreign policy of containment

Conduct a class discussion to probe students' background knowledge of the United States foreign policy of containment following World War II. Have students use *DL-TA: directed learning-thinking activity* ([view literacy strategy descriptions](#)) to examine the policy which was used to try to stop the spread of communism immediately following World War II. The discussion should activate students' interest and build on background knowledge concerning the attempt of the Soviet Union to spread communism throughout the world.

Invite students to make predictions about the content they will be reading. Have students write their predictions in their *learning logs* ([view literacy strategy descriptions](#)) in order to keep a record of them while they learn the new content.

Guide students through a selected reading passage found in their texts on the threat of communism spreading throughout Europe following World War II, stopping at predetermined places to ask students to check and revise their predictions. At each stopping point, ask students to reread their predictions and change them if necessary. New predictions and relevant information should be written. Ask questions involving the content. Students' attention should be directed to the reasons for America's interest in stopping the spread of communism in Europe in the years immediately following the war, the tensions between the Soviet Union's dictator, Joseph Stalin, and President Harry Truman, and the immediate and long-term consequences of the communist threat. Explain the factors that fueled American foreign policy decisions to halt the spread of communism in war torn areas of Europe. Attention should be placed on the following concepts: containment policy, Truman Doctrine, Marshall Plan, division of Germany and Berlin, Berlin Airlift, United Nations, NATO, and the Warsaw Pact.

Once students have been exposed to the content, their predictions may be used as discussion tools in which they state what they predicted would be learned as compared to what they actually learned.

Information concerning the attempt to stop the spread of communism may be found on the following websites:

Containment Policy:

<http://history.state.gov/departments/history/short-history/containmentandcoldwar>
http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=485

Truman Doctrine:

http://avalon.law.yale.edu/20th_century/trudoc.asp
<http://www.history.com/this-day-in-history/truman-doctrine-is-announced>
<http://www.trumanlibrary.org/teacher/doctrine.htm>

Marshall Plan:

<http://www.marshallfoundation.org/TheMarshallPlan.htm>
http://www.archives.gov/exhibits/featured_documents/marshall_plan/
<http://www.fordham.edu/halsall/mod/1947marshallplan1.html>

Marshall Plan primary sources:

<http://www.loc.gov/exhibits/marshall/>
<http://ourdocuments.gov/doc.php?flash=true&doc=82>

Berlin Blockade and Airlift:

<http://www.pbs.org/wgbh/amex/bomb/peopleevents/pandeAMEX49.html>
http://www.coldwar.org/articles/40s/berlin_blockade.asp
<http://www.history.com/this-day-in-history/soviets-blockade-west-berlin>

Berlin Blockade and Airlift primary sources:

http://www.nationalarchives.gov.uk/films/1945to1951/filmpage_ba.htm
<http://trumanlibrary.org/teacher/berlin.htm>

NATO:

<http://www.nationalarchives.gov.uk/cabinetpapers/themes/berlin-blockade-formation-nato.htm>
<http://novaonline.nvcc.edu/eli/evans/his135/Events/nato49/nato49.html>

Warsaw Pact:

<http://www.fordham.edu/halsall/mod/1955warsawpact.html>

http://lcweb2.loc.gov/frd/cs/soviet_union/su_appnc.html

http://www.shsu.edu/~his_ncp/WarPact.html

As closure to DL-TA, hold a class discussion in which students describe their experience with *DL-TA*. Have students write a summary in which they explain what they learned about the United States attempt to contain the spread of communism in Europe following World War II.

Have students construct maps of Europe and the world, illustrating the division of the world into free world and communist world camps from 1945–1990. Ask students to indicate on their maps the areas that were affected by the spread of communism during that period. Their map keys should indicate the nations that were members of United States supported NATO, SEATO, and ANZUS alliances that encircled the USSR and China. Map keys should also indicate which nations were members of the Soviet-backed Warsaw Pact, nations behind the Iron Curtain, and members of the Soviet bloc.

Outline maps showing the free world and communist holdings may be found on the following websites:

<http://users.erols.com/mwhite28/coldwar1.htm>

<http://users.erols.com/mwhite28/coldwar3.htm>

<http://www.pbs.org/behindcloseddoors/maps/index.html>

Have students locate maps of Europe and the world today. Ask them to label the countries that were once part of the former Soviet bloc. Map keys should indicate the changes that have occurred since 1990.

http://www.eduplace.com/ss/maps/pdf/eur_country.pdf

<http://www.lib.utexas.edu/maps/europe.html>

Have students present their maps to the class and hold a class discussion in which the students explain and analyze the changes that have occurred on their maps following World War II and the changes that were made following the collapse of communism in 1989.

Activity 3: The Chinese Civil War (GLEs: US.1.5, US.5.1; CCSS: RH.11-12.2, RH.11-12.7, RH.11-12.9, WHST.11-12.10)

Materials List: Communists vs. Nationalists Chinese BLM, Communists Takeover China *RAFT* BLM; primary and secondary sources (books, encyclopedias, Internet access optional) on the topic of the role of the United States in the Chinese civil war

Have students use primary and secondary documents to read about the Chinese civil war, Chang Kai-shek, Mao Zedong, and the loss of China to the Communists in 1949. Students should examine the role that the United States played in aiding the Chinese

Nationalists. Ask students to work with a partner to fill in the Communists vs. Nationalists Chinese *word grid* ([view literacy strategy descriptions](#)) (see the Communists vs. Nationalists Chinese BLM and the sample below) to compare and contrast Mao Zedong and Chang Kai-shek. Students should fill in the *word grid* with a “yes” or “X.”

	Mao Zedong's Communists	Chang Kai-shek's Nationalists
Fought the Japanese in China during World War II.	<i>Yes</i>	<i>Yes</i>

Chinese civil war:

<http://www.hoover.archives.gov/exhibits/China/Political%20Evolution/1932-49/index.html>

<http://www.britannica.com/EBchecked/topic/111803/China/71834/Civil-war-1945-49>

<http://teachingamericanhistory.org/library/index.asp?document=1617>

Chang Kai-shek:

<http://www.hoover.archives.gov/exhibits/China/Political%20Evolution/1932-49/index.html>

Mao Zedong:

<http://www.history.com/this-day-in-history/mao-zedong-outlines-the-new-chinese-government>

Ask student pairs to share their findings and *word grids* with the class. Engage the class in a discussion of the results of the Chinese civil war and the failure of the United States to contain communism in Asia. The class discussion should focus on United States public opinion and the failed attempt to contain communism in Asia. Students' completed *word grids* can serve as a study aid for other class activities and quizzes.

Using *RAFT* writing ([view literacy strategy descriptions](#)), have students write a brief rationale explaining why they think the Communists were able to take over China. Students will assume the role of a newspaper reporter in May of 1949. They will write a newspaper article explaining the role of the United States and the Soviet Union in China's civil war. Include information from their *word grids* concerning Mao Zedong and Chang Kai-shek. (See Communists Takeover China *RAFT* BLM and sample below.)

Role	Audience	Format	Topic
Regional newspaper reporter in May of 1949	Subscribers	Newspaper article	Chinese Communists Takeover China

Student groups should orally present their newspaper articles to the class and then display the *RAFT* letters on a thematic bulletin board.

Activity 4: The Korean Conflict (GLEs: US.1.1, US.1.5, US.5.1; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.4)

Materials List: The Korean Conflict BLM; primary and/or secondary sources (books, encyclopedias, Internet access optional) on the Korean Conflict

Have students use primary and/or secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to examine the events and forces that led to American and United Nations involvement in the Korean Conflict. Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the events and forces that led to the Americans and the United Nations becoming involved in the Korean Conflict (see The Korean Conflict BLM and sample below).

Describe the relationship between Korea and Japan from 1910 to 1945.

Ask students to work in pairs to fill in the guide as they read informational texts on the Korean Conflict. Have students share their responses on the *process guides* with the class. Engage the class in a discussion of the correct answers to the guide and the impact of the United States involvement in the Korean Conflict.

The Korean Conflict:

<http://www.archives.gov/education/lessons/korean-conflict/>
<http://www.history.navy.mil/photos/events/kowar/kowar.htm>
<http://www.history.com/topics/korean-war>

Have students locate and label Korea on a map of Asia. Students should identify North and South Korea as well as the 38th parallel. Ask students to also locate and label Japan and China. Have students note the strategic location of each of these countries. Have students display their maps in the classroom.

Outline maps of Asia:

<http://www.eduplace.com/ss/maps/asia.html>

As a culminating activity, have students write a descriptive essay in their *learning logs* ([view literacy strategy descriptions](#)) concerning American involvement in the Korean Conflict. Have students share their *learning logs* essays with a partner or with the class to stimulate discussion and check for logic and accuracy.

Activity 5: The Second Red Scare (GLEs: US.1.2, US.1.3, US.1.5, US.5.1; CCSS: RH.11-12.2, WHST.11-12.2, WHST.11-12.9, WHST.11-12.10)

Materials List: Second Red Scare BLM, Second Red Scare at Home BLM, Repression of Civil Liberties BLM, colors, markers, chart paper, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the Second Red Scare

Have students use *SQPL-student questions for purposeful learning* ([view literacy strategy descriptions](#)) to read and learn about the Second Red Scare. The *SQPL* helps students develop the ability to read, listen and learn with a purpose.

Generate a prompt related to the Second Red Scare that will cause students to wonder, challenge, and question why the Second Red Scare came about during the Cold War. The prompt does not have to be factual, but it should provoke interest and curiosity. The following is a sample *SQPL* prompt:

During the Cold War anti-communist hysteria gripped the United States, and no persons were safe from anti-Red accusations.

Present the prompt to the students. Students should pair up and generate two to three questions about the prompt they would like answered. Examples of student questions might resemble these:

- Why was there a Second Red Scare during the Cold War?
- What made people so afraid of communists this time?
- Was the Second Red Scare worse than the first Red Scare?

When all student pairs have generated at least two questions, ask someone from each team to share their questions with the entire class. Write the questions on the board and when similar questions are asked, star or highlight the similarly asked questions. After all student questions have been shared, add any questions addressing important information that the students may have omitted.

As students read informational text or listen to information presented orally on the topic of the Second Red Scare, they should pay attention to information that helps answer the questions written on the board. Special attention should be focused on the questions that are starred or highlighted. As the content is covered, stop periodically and have students discuss with their partners which questions have now been answered. Ask for volunteers to share their findings.

Use *split-page notetaking* ([view literacy strategy descriptions](#)) to have students record the questions from the board and the answers provided by the readings and class discussion. Students will use the questions and answers for later study (see Second Red Scare BLM and sample below).

Date: 1940s and 1950s	Second Red Scare
Explain why there was a fear of communist influence in the United States following World War II.	<ul style="list-style-type: none"> • <i>The Communist Party in America claimed over 80,000 members.</i> • <i>In 1945 information surfaced that Americans were providing confidential government information to the Soviets.</i>

History of the Second Red Scare may be found on these websites:

http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=495

<http://www.history.com/topics/red-scare>

<http://www.pbs.org/behindcloseddoors/timeline/index.html>

Gather the class back together. Solicit observations from each group and discuss their findings with the class. Compare student findings and have students check the work in their *split-page notes* for accuracy. Some teacher guidance may be needed.

Have students work individually, using the information in their Second Red Scare *split-page notes* to write a short summary detailing the anti-communist hysteria that gripped the United States during the Cold War. Ask student volunteers to read their summaries, checking for accuracy and facilitating any resulting discussions.

Hold a class discussion on the origins of the Second Red Scare. Have students use primary and/or secondary sources (textbooks, encyclopedias, and reliable Internet resources) to find information on the House Committee on Un-American Activities (HUAC), McCarthyism, the Hollywood Ten, Alger Hiss, and Ethel and Julius Rosenberg. Using *split-page notetaking*, have students record information concerning the persons and events associated with the Second Red Scare. See Second Red Scare at Home BLM and the sample below.

Date: 1940s and 1950s	Second Red Scare at Home
House Committee on Un-American Activities (HUAC)	<ul style="list-style-type: none"> • <i>Congressional Committee that was created before World War II.</i> • <i>Its purpose was to search out and investigate communist influence inside and outside the United States government.</i>

Information on the Second Red Scare topics may be found on the following websites:

House Committee on Un-American Activities (HUAC):

<http://www.gwu.edu/~erpapers/teaching/glossary/huac.cfm>

<http://historymatters.gmu.edu/d/6440>

http://www.pbs.org/opb/thesixties/topics/politics/newsmakers_4.html

House Committee on Un-American Activities (HUAC) primary sources:

<http://www.loc.gov/search/?q=House%20Committee%20on%20Un-American%20Activities%20&fa=digitized:true>

McCarthyism:

<http://www.english.illinois.edu/maps/mccarthy/mccarthy.htm>

<http://www.ushistory.org/us/53a.asp>

http://www.eisenhower.archives.gov/research/online_documents/mccarthyism.html

McCarthyism primary sources:

<http://www.loc.gov/search/?q=joseph%20mccarthy&fa=digitized:true>

<http://www.pbs.org/wnet/americanmasters/episodes/arthur-miller/mccarthyism/484/>

Hollywood Ten:

<http://writing.upenn.edu/~afilreis/50s/blacklist.html>

<http://www.lib.berkeley.edu/MRC/blacklist.html>

<http://www.loc.gov/search/?q=Hollywood%20ten&fa=digitized:true>

Alger Hiss:

http://www.pbs.org/wgbh/nova/venona/dece_hiss.html

<https://files.nyu.edu/th15/public/>

Alger Hiss primary sources:

<http://law2.umkc.edu/faculty/projects/ftrials/hiss/hiss.html>

<http://www.loc.gov/search/?q=Alger%20Hiss&fa=digitized:true>

Ethel and Julius Rosenberg:

<http://www.fbi.gov/about-us/history/famous-cases/the-atom-spy-case>

<http://law2.umkc.edu/faculty/projects/ftrials/rosenb/rosenb.htm>

http://www.eisenhower.archives.gov/research/online_documents/rosenbergs.html

Ethel and Julius Rosenberg primary sources:

<http://www.loc.gov/search/?q=Ethel%20and%20Julius%20Rosenberg&fa=digitized:true>

Gather the class back together. Solicit observations and discuss student findings with the class. Compare student findings and have students check the work in their *split-page notes* for accuracy. Some teacher guidance may be needed.

Divide students into groups of four and have them create a graffiti wall using information on the Second Red Scare. Gather the class back together and allow student groups to discuss their graffiti. Display the graffiti walls in the classroom.

Hold a class discussion and ask students to compare and contrast repression of civil liberties during the Great Red Scare and during the Second Red Scare. Have students complete a Venn diagram *graphic organizer* ([view literacy strategy descriptions](#)) to make their comparisons of the two Red Scares (see the Repression of Civil Liberties BLM). Ask students to share their completed Venn diagrams and display them in the class. Conduct a guided discussion on the information in the *graphic organizers*.

Have students work individually, using the information from their *split-page notes* and *graphic organizers*, to write an informative essay to explain how unfounded fears can compromise individual civil liberties. Ask students to defend their position on whether the repression of civil liberties is ever justified by a government. Have students share their essays with the class and facilitate a class debate on the opposing opinions.

Activity 6: Harry S. Truman (GLEs: US.5.1; CCSS: RH.11-12.4, RH.11-12.9, WHST.11-12.10)

Materials List: Truman’s Administration: Domestic Events BLM, Post War Conferences BLM, primary and secondary sources (books, encyclopedias, Internet access optional) on important events during the Truman administration

Have students use primary and/or secondary source documents (books, encyclopedias, and reliable Internet resources) to read about the administration of President Harry S. Truman. As students read informational texts, have them complete a *graphic organizer* ([view literacy strategy descriptions](#)) summarizing information about important domestic events that occurred during the administration of President Truman (see Truman’s Administration: Domestic Events BLM and sample below).

Domestic Event	Supporting Details	Additional Information
Strikes of 1946	<ul style="list-style-type: none"> 4.5 million workers went on strike over low wages and high prices following the World War II. 	President Truman had the federal government seize the mines in which workers were striking and threatened to take over the railroads that were involved in the strikes.

Students will present their findings to the class. Hold a class discussion in which students reflect on the important domestic events that occurred during the Truman administration.

Information concerning important domestic events during Truman’s administration may be found on the following websites:

Taft-Hartley Act:

<http://hnn.us/articles/1036.html>

<http://www.loc.gov/search/?q=taft-Hartley%20act&fa=digitized:true>

<http://library.cqpress.com/cqresearcher/document.php?id=cqresrre1948120100>

Taft-Hartley Act primary sources:

<http://www.nytimes.com/learning/general/onthisday/big/0623.html>

Fair Deal:

http://www.americaslibrary.gov/jb/modern/jb_modern_fairdeal_1.html

<http://www.presidency.ucsb.edu/ws/index.php?pid=13293#axzz1i2h40kC6>

<http://www.history.com/this-day-in-history/truman-delivers-his-fair-deal-speech>

Fair Deal primary sources:

<http://www.loc.gov/search/?q=fair%20deal&fa=digitized:true>

Domestic Policies:

<http://www.trumanlibrary.org/hst-bio.htm>

<http://millercenter.org/president/truman/essays/biography/4>

<http://www.pbs.org/wgbh/americanexperience/features/general-article/truman-domestic/>

Federal Employee Loyalty Program:

<http://www.history.com/this-day-in-history/truman-orders-loyalty-checks-of-federal-employees>

<http://teachingamericanhistory.org/library/index.asp?document=930>

Desegregation of the Armed Forces:

http://www.trumanlibrary.org/whistlestop/study_collections/desegregation/large/index.php?action=chronology

<http://www.trumanlibrary.org/9981a.htm>

Desegregation of the Armed Forces primary sources:

<http://www.ourdocuments.gov/doc.php?doc=84>

<http://www.loc.gov/exhibits/odyssey/educate/truman.html>

Executive Order to Forbid Racial Discrimination in Federal Employment:

<http://myloc.gov/Exhibitions/naacp/worldwarII/ExhibitObjects/TrumanExecutiveOrders.aspx>

<http://trumanlibrary.org/executiveorders/index.php?pid=29>

Use the Fishbowl *discussion* ([view literacy strategy descriptions](#)) technique to answer the following questions:

- How did Truman attempt to improve civil rights in America?
- How did Truman's domestic policies attempt to contain the spread of communism during the Cold War?
- How did the 1946 strikes influence the passage of the Taft-Hartley Act in 1947?
- How did Truman encourage a prosperous postwar economy?

Divide students into two groups sitting in concentric circles. A small group of students in the inner circle (the fishbowl) is asked to discuss the above four questions while the other group (the outer circle) looks on. The outside group must listen but not contribute to the deliberations of the students that are "in the fishbowl." At some point during the discussion, give those students in the outer circle looking in an opportunity to discuss among themselves their reactions to the conversations that they observed and to ask questions of the students in the fishbowl.

Have students work individually, using the information from their *graphic organizer* and their participation in the Fishbowl *discussion*, to write an informative summary in which they explain important domestic issues of the Truman Administration. Ask student volunteers to read their summaries to the class as the other students listen for accurate information. Facilitate any discussion that follows.

Activity 7: President Dwight D. Eisenhower and the Cold War (GLE: US.5.1; CCSS: RH.11-12.2, RH.11-12.4, RH.11-12.10, WHST.11-12.10)

Materials List: Eisenhower and the Cold War BLM, Cold War Events Vocabulary Card BLM, 3x5 index cards, primary and/or secondary sources (books, encyclopedias, Internet access optional) on President Eisenhower and the Cold War

Provide students with an *anticipation guide* ([view literacy strategy descriptions](#)) that contains statements about Cold War events that occurred during the administration of President Eisenhower (see the Eisenhower and the Cold War BLM and sample below). Have students use textbooks, encyclopedias, and reliable Internet resources to read about the Cold War events that occurred during the administration of President Eisenhower and to complete their *anticipation guides*. The “Before” column of the *anticipation guide* will be completed before any research or discussion takes place and, the “After” column will be completed after students read or discuss the informational source.

Before reading about the Cold War events that occurred during the Eisenhower administration, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the “after” reading responses.

	Before		After	
	Agree	Disagree	Agree	Disagree
1. Brinkmanship is the willingness of nations to go to the brink of war.				
Evidence _____				

Ask students to work in pairs to discuss their responses before reading and learning the content. Open the discussion to the entire class in order to provide multiple hunches about the accuracy of the statements. Do not give any answers at this point. Stop periodically as content is covered and ask students to reconsider their pre-lesson responses. Students should revise their original responses as they gain new knowledge about the statements.

Information concerning the Cold War events that occurred during Eisenhower’s administration may be found on the following websites:

Brinkmanship: 1953

<http://www.history.com/this-day-in-history/united-states-will-not-tinge-before-soviet-weapons>

CIA Operations in Iran: 1953

<http://www.history.com/this-day-in-history/cia-assisted-coup-overthrows-government-of-iran>

<http://www.nytimes.com/library/world/mideast/041600iran-cia-index.html>

CIA Operations in Guatemala: 1954

<http://www.coldwar.org/articles/50s/guatemala.asp>

<http://writing.upenn.edu/~afilreis/50s/guatemala.html>

Domino Theory: 1954

<http://www.history.com/this-day-in-history/eisenhower-gives-famous-domino-theory-speech>

<http://www.nationalarchives.gov.uk/education/coldwar/g6/cs1/s3.htm>

<http://www.pbs.org/wgbh/amex/vietnam/timeline/>

Eisenhower Doctrine: Jan. 1957

<http://www.fordham.edu/halsall/mod/1957eisenhowerdoctrine.html>

<http://history.state.gov/milestones/1953-1960/EisenhowerDoctrine>

Sputnik: Oct. 1957

<http://www.nasm.si.edu/exhibitions/gal100/sputnik.html>

<http://history.nasa.gov/sputnik/>

http://www.eisenhower.archives.gov/research/online_documents/sputnik.html

http://news.bbc.co.uk/onthisday/hi/dates/stories/october/4/newsid_2685000/2685115.stm

Upon completion of the presentation of information, engage students in a discussion involving the *anticipation guide* statements in order to clarify any misconceptions about the issues, information, or concepts. *Anticipation guides* are especially helpful to struggling and reluctant readers and learners as they increase motivation and focus students' attention on important aspects of the content.

Have students create *vocabulary cards* ([view literacy strategy descriptions](#)) with the Cold War events that took place during the Eisenhower administration. *Vocabulary cards* help students learn content-specific terminology and are excellent visual tools that help to organize content information. Demonstrate how to create a *vocabulary card* with students by writing a key term on the board and drawing a large, rectangular card-like frame around it so that the key term is in the center of the rectangle. In the four corners of the card, write the following words: definition, characteristics, examples, and an illustration of the term. Discuss with students how the card may be used to review quickly and easily in preparation for tests, quizzes, and other activities with the key terms (see the Cold War Events Vocabulary Card BLM and sample below).

<i>First unmanned artificial satellite to travel around the earth.</i>	<i>Sputnik I circled the earth every 96.2 minutes and traveled 18,000 miles per hour.</i>
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <i>Sputnik I</i> </div>	
<i>Photo or Illustration</i>	<i>Sputnik I started the space race between the United States and the Soviet Union.</i>

Once cards are completed, allow time for students to review their words individually or with a partner. The *vocabulary cards* are very useful in reviewing information for tests.

Have students work individually, using the information from their *anticipation guides* and *vocabulary cards*, to write an informative essay in which they analyze the impact of Eisenhower's domestic and foreign policy on Cold War events and explain how these policies attempted to contain the spread of communism. Ask student volunteers to read their entries to the class and facilitate any discussion that follows. Some teacher guidance may be needed.

Have students construct a timeline that may be displayed on butcher paper around the classroom. They will record information about important Cold War domestic and foreign policy events that occurred during the 1940s and 1950s above the date that it occurred. This timeline will continue to be used to record important Cold War policies and events that occur until the collapse of the Soviet Union. The timeline should be used throughout the school year to reinforce the concept of time and chronology of historical events,

Activity 8: Eisenhower, the U-2 Incident and the Military-Industrial Complex (GLE: US.5.2; CCSS: RH.11-12.2, RH.11-12.4, RH.11-12.10, WHST. 11-12.4, WHST.11-12.10)

Materials List: U-2 Incident BLM; U-2 Incident Split-page Notes BLM; Debate over Defense Spending BLM; Defense Spending *RAFT* BLM; Eisenhower's Farewell Address on January 17, 1961 (see link in activity); primary and/or secondary sources (books, encyclopedias, Internet access optional) on President Eisenhower, the U-2 Incident, and a warning against the Cold War military-industrial complex

Use *lesson impressions* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the 1960 U-2 Incident that heightened tensions between the United States and the Soviet Union during the Cold

War. Begin by reviewing the day’s lesson and select several key terms that students may encounter in their readings, lecture, or from other sources of information. From the initial long list of words, identify a smaller number that stand out as suitable for leaving students with a good impression but not a complete picture of the content that will be covered in the lesson.

Present the smaller list of ideal words to students and tell them that they are to use the words to make predictions about what will be covered in the lesson (see U-2 Incident BLM and the sample below).

Impression Words: U-2, secret high altitude aircraft, flights over Soviet Union, cameras, weather mission, Soviet missiles, plane shot down

Have students respond by writing a short descriptive passage, story, or essay in their *learning logs* ([view literacy strategy descriptions](#)) concerning what content they think will be covered in the lesson. Ask volunteers to read what they have written to the class. A student’s impression text might look like the example below:

Impression Text: *The United States used the U-2, a secret high altitude spy plane, to spy on the Soviet Union. The U-2 made secret flights over the Soviet Union and used its cameras to take photos of secret information. The U-2 was on a weather mission when it was shot down by Soviet missiles.*

List the following key terms on the board:

- U-2 Incident
- U.S. pilot Francis Gary Powers
- President Eisenhower’s response to the U-2 Incident
- Soviet Communist Party leader Khrushchev’s reaction to the U-2 Incident

Students will use *split-page notetaking* ([view literacy strategy descriptions](#)) to record information concerning the listed key terms as they read, listen to or view closely information involving the U-2 Incident and to compare their impression text with the actual information presented. See U-2 Incident Split-page Notes BLM and sample below.

Date: May 1960	Topic: U-2 Incident
What was the U-2?	

Information on the U-2 Incident may be found on the following websites:

<http://www.eisenhowermemorial.org/stories/U2.pdf>

<http://www.history.com/this-day-in-history/american-u-2-spy-plane-shot-down>

<http://www.history.com/topics/u2-spy-incident>

Solicit student observations from their U-2 Incident research and discuss their findings with the class. Compare student findings concerning information gathered on the U-2 Incident. Some teacher guidance may be needed.

Working individually, have students use the information in their U-2 Incident BLM and U-2 Incident Split-page Notes BLM to write a short summary detailing the U-2 Incident and explain how this event led to escalating Cold War tensions in 1960.

Have students use primary and/or secondary documents to read about the debate concerning defense spending. Students should examine President Dwight D. Eisenhower’s Farewell Address on January 17, 1961 (see links below). In his farewell address, Eisenhower warned against the “military-industrial complex” that had developed as a result of the Cold War. Ask students to work with a partner to fill in the Debate over Defense Spending *graphic organizer* ([view literacy strategy descriptions](#)). See the Debate over Defense Spending BLM and sample below.

Pro-Defense Spending Viewpoint	Anti- Defense Spending Viewpoint

Eisenhower’s Farewell Address:

<http://www.history.com/this-day-in-history/eisenhower-warns-of-the-military-industrial-complex>

<http://www.ourdocuments.gov/doc.php?flash=true&doc=90>

<http://www.npr.org/2011/01/17/132942244/ikes-warning-of-military-expansion-50-years-later>

Have students share their findings with the class. Ask students to describe the immediate and long-term consequences of high defense spending on society.

Ask students to compare and contrast the issue of defense spending during the Cold War era and that of defense spending today. Separate the class into pro-defense spending advocates and anti-defense spending advocates. Ask the two groups to debate defense spending today. Allow for students who change their minds to move to the other group.

Using *RAFT writing* ([view literacy strategy descriptions](#)), have students write a brief rationale explaining why/why not America should/should not increase defense spending. Students will assume the role of a newspaper reporter in January of 1961. They will write a newspaper article in which they explain why America should/should not increase defense spending. Include the events that influenced their decision (See Defense Spending *RAFT* BLM and sample below.)

Role	Audience	Format	Topic
Regional newspaper reporter covering Eisenhower's Farewell Address in January of 1961	Subscribers	Newspaper article	Should America increase defense spending?

Students should orally present their newspaper articles to the class and then display the *RAFT* articles on a thematic bulletin board. *RAFT* articles should be checked for logic and accuracy of cited information.

Activity 9: President John F. Kennedy, the Bay of Pigs, and the Cuban Missile Crisis (GLE: US.5.2; CCSS: RH.11-12.2, WHST.11-12.10)

Materials List: primary and/or secondary sources (books, encyclopedias, Internet access—optional) on President John F. Kennedy, the Bay of Pigs, and the Cuban Missile Crisis

Create *SPAWN* prompts ([view literacy strategy descriptions](#)) as students prepare to learn new information about Cold War events during the administration of President John F. Kennedy. Students should receive one prompt on any given day as the topic of Cold War events during the Kennedy administration is covered. Write *SPAWN* prompts on the board for students to find as they enter the classroom and to which they respond in their *learning logs* ([view literacy strategy descriptions](#)) before the day's lesson begins.

SPAWN writing should be viewed as a tool students can use to make predictions, to reflect on, and to increase their developing disciplinary knowledge and critical thinking. Therefore, this type of writing should not be graded but given points for completion. Allow students to write their responses within a reasonable period of time. In most cases, prompts should be constructed in such a way that adequate responses can be made within ten minutes. Students should copy the prompt in their *learning logs* before writing responses and recording the date. Here are some sample prompts to use throughout this unit:

S- Special Powers

You have the power to change an event leading up to the Bay of Pigs. Describe what it is you changed, why you changed it, and the consequences of the change.

P- Problem Solving

You have learned about the Cuban Missile Crisis. How might President Kennedy have discovered the Soviet-placed missiles on Cuba if American U-2 planes not taken the photos while flying over the island of Cuba? What tactics might President Kennedy have used to determine the location and numbers of missiles that were a threat to the American mainland? What might have happened if Kennedy had not responded to this nuclear threat?

A-Alternative Viewpoints

Imagine you were a teenager during October of 1962. Write a description of how the Cuban Missile Crisis impacted the life of your family and you.

W-What if?

What might have happened to the situation if Khrushchev had not offered to remove the missiles from Cuba?

N- Next

Now that the Cuban Missile Crisis is over, what did Fidel Castro do next?

Have students share their *SPAWN* responses with a partner or with the class to stimulate discussion and check for logic and accuracy.

Information on John F. Kennedy and the Crisis in Cuba may be found on the following websites:

Bay of Pigs:

<http://www.jfklibrary.org/JFK/JFK-in-History/The-Bay-of-Pigs.aspx>

<http://www.archives.gov/research/alic/reference/military/cuban-missile-crisis.html>

<http://www.history.com/this-day-in-history/the-bay-of-pigs-invasion-begins>

Cuban Missile Crisis:

<http://www.jfklibrary.org/JFK/JFK-in-History/Cuban-Missile-Crisis.aspx>

<http://www.loc.gov/exhibits/archives/colc.html>

Cuban Missile Crisis primary sources:

<http://www.history.com/this-day-in-history/cuban-missile-crisis>

http://www.history.com/topics/cuban-missile-crisis/videos?paidlink=1&cmpid=PaidSearch Google HIS history%2B-%2B1900%2Bto%2Bpresent cuban%2Bmissile%2Bcrisis&utm_source=google&utm_medium=cpc&utm_campaign=history%20-%201900%20to%20present&utm_term=cuban%20missile%20crisis

Use the Think Pair Square Share *discussion* ([view literacy strategy descriptions](#)) technique to answer the following questions:

- How did the Bay of Pigs fiasco encourage Castro's acceptance of Soviet aid?
- How did the United States naval quarantine of Cuba lead to a nuclear showdown between the Soviet Union and the United States in October of 1962?
- How did the United States government use the policy of brinkmanship in the

Cuban Missile Crisis?

Ask students to think alone for a short period of time about the questions and then pair up with someone to share their thoughts. Next, have pairs of students share with another pair, forming small groups of four students. Monitor the brief discussions and elicit responses from the students. Be sure to encourage student pairs not to automatically adopt the ideas and solutions of their partners. Call the class back together and ask groups to share their responses with the class.

Activity 10: Escalating Cold War Tensions (GLE: US.5.2; CCSS: RH.11-12.2, WHST.11-12.10)

Materials List: Goals and Queries for QtC BLM, 1963 Limited Test Ban Treaty BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on President John F. Kennedy, the Berlin Crisis, the construction of the Berlin Wall, and the Limited Test Ban Treaty

Students will use *Questioning the Content (QtC)* ([view literacy strategy descriptions](#)) as they read and research the content covering the 1961 Berlin Crisis and the construction of the Berlin Wall. *QtC* teaches students to use a questioning process to construct meaning of the content and to think at higher levels about the content that they are reading. The role of the teacher is to act as a modeler, facilitator, guide, initiator, and responder.

Make a poster that displays the types of questions that students are expected to ask. Model the questions while encouraging students to ask their own. These questions may be printed on a handout, poster, or projected on the board. Students should have access to the questions whenever they are needed. See the Goals and Queries for QtC BLM and the sample below.

Goal	Query
Initiate Discussion	What is the content about? What is the overall message? What is being talked about?

Model the *QtC* process with the students while using a content source from the day's lesson. Demonstrate how the *QtC* questions can be asked in ways that apply directly to the material being read and learned.

Have students work in groups of two to practice *questioning the content* together while monitoring, providing additional modeling, and clarification as students read informational text on the Berlin Crisis and the Berlin Wall. The goal of *QtC* is to make the questioning of information or authors an automatic process for students to do on their own. Hold a class discussion in which students describe their experience with *QtC* and explain what they learned about the escalating Cold War tensions that resulted in the 1961 Berlin Crisis and the construction of the Berlin Wall.

Information on the Berlin Wall:

<http://www.history.com/this-day-in-history/east-germany-begins-construction-of-the-berlin-wall>

<http://www.jfklibrary.org/Research/Ready-Reference/JFK-Speeches/Radio-and-Television-Report-to-the-American-People-on-the-Berlin-Crisis-July-25-1961.aspx>

http://www.archives.gov/exhibits/american_originals/kennedy.html

Berlin Wall primary sources:

http://news.bbc.co.uk/onthisday/hi/dates/stories/august/13/newsid_3054000/3054060.stm

Use *professor know-it-all* ([view literacy strategy descriptions](#)) to allow students to demonstrate what they learned concerning the 1961 Berlin Crisis and the construction of the Berlin Wall. Student information should be checked for accuracy before any presentations are made before their peers.

The *professor know-it-all* strategy is a way to allow students to become “experts” on assigned topics, to inform their peers, and to be challenged and held accountable by their classmates. Ask student groups to prepare 3-5 questions about the content they did not research. Students will be called randomly by groups to come to the front of the classroom and provide “expert” answers to questions from their peers about the content. The selected group should stand shoulder to shoulder. “Professors Know-It-All” should invite questions from the other student groups. Students should ask their prepared questions first, then add others if more information is desired.

Demonstrate with the class how the “Professors Know-It-All” should respond to their peer’s questions. Students should select a spokesperson for the group. Students are asked to huddle after receiving a question, discuss briefly how to answer it, and then have the *professor know-it-all* spokesperson give the answer.

Remind students asking the questions to think carefully about the answers received. They should challenge or correct the “Professors Know-It-All” if their answers are not correct or need elaboration or amending. Be sure to clarify any misconceptions or correct inaccuracies when necessary. After five minutes, a new group of “Professors Know-It-All” can take their place in front of the class and continue the process of student questioning until each group has had a turn. Upon completion of the questioning by all student groups, engage students in a discussion involving the Berlin Wall and its attempt to stop the flow of East Germans into West Berlin.

Have students write a brief journal entry in their *learning logs* ([view literacy strategy descriptions](#)) in which they describe the escalation of Cold War tensions that resulted in the 1961 Berlin Crisis and the construction of the Berlin Wall. Ask student volunteers to read their entries to the class and facilitate any discussion that follows.

Have students use primary and secondary sources to read about and research information

concerning the Limited Test Ban Treaty of 1963. Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the Limited Test Ban Treaty of 1963 (see 1963 Limited Test Ban Treaty BLM and the sample below).

Identify the three nations that signed the Limited Test Ban Treaty on August 5, 1963.

Ask students to work with a partner to fill in the guide. Students are then asked to share their findings. As students check their *process guides* on the 1963 Limited Test Ban Treaty for accuracy, engage the class in a discussion of the attempt of the United States and the Soviet Union to find ways to ease Cold War tensions.

1963 Limited Test Ban Treaty:

<http://www.jfklibrary.org/JFK/JFK-in-History/Nuclear-Test-Ban-Treaty.aspx>

<http://ourdocuments.gov/doc.php?flash=true&doc=95>

<http://history.state.gov/milestones/1961-1968/LimitedBan>

Have students write a brief journal entry in their *learning logs* in which they describe the significance of the signing of the Limited Test Ban Treaty by the Cold War superpowers. Ask student volunteers to read their entries to the class and facilitate any discussion that follows.

Activity 11: Race to the Moon (GLE: US.5.2; CCSS: RH.11-12.2, RH.11-12.4, RH.11-12.10, WHST.11-12.10)

Materials List: Race to the Moon BLM, Cold War Space Race BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the space race that occurred during the 1960s

Hold a class discussion concerning Sputnik I and the space race of the late 1950s and 1960s. Use *lesson impressions* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the space race that occurred during the late 1950s and 1960s. Begin by reviewing the day's lesson and select several key terms that students may encounter in their readings, lecture, or from other sources of information. From the initial long list of words, identify a smaller number that stand out as suitable for leaving students with a good impression but not a complete picture of the content that will be covered in the lesson.

Present the smaller list of ideal words to students and tell them that they are to use the words to make a prediction about what will be covered in the lesson (see Race to the Moon BLM and the sample below).

Impression Words: Soviet cosmonaut, first man in space, John F. Kennedy, man on the moon, NASA, better science and math programs in schools and colleges, Alan Shepherd, John Glenn, Neil Armstrong

Have students respond by writing a short descriptive passage, story, or essay in their *learning logs* ([view literacy strategy descriptions](#)) concerning what content they think will be covered in the lesson. Ask volunteers to read what they have written to the class. A student's impression text might look like the following example:

Impression Text: *A Soviet cosmonaut was the first man in space. John F. Kennedy wanted America to have the first man on the moon. NASA worked hard to make this happen and tried to help schools and colleges develop better science and math programs. United States astronaut Alan Shepherd was the first American in space. John Glenn was the first American to orbit the earth, and Neil Armstrong made John F. Kennedy's dream come true by walking on the moon.*

List the following key terms on the board:

- Soviet cosmonaut, Yuri A. Gagarin, first human in space
- JFK issues challenge of landing a man on the moon before the decade is over
- Cape Canaveral, Florida
- NASA Mission Control Center in Houston, Texas
- Alan Shepherd, first American in space
- John Glenn, first American to orbit the earth
- Neil Armstrong, first man to walk on the moon

Have students use primary and/or secondary source documents (books, encyclopedias, and reliable Internet resources) to research the listed key terms and examine the Cold War space race between the United States and the Soviet Union with the goal to be the first to reach the moon.

Students will use *split-page notetaking* ([view literacy strategy descriptions](#)) to record information as they read, listen to or view closely information involving the space race of the 1960s to compare their impression text with the actual information presented. See Cold War Space Race BLM and sample below.

Date: 1960s	Topic: Cold War Space Race
Which superpower put the first man into space? List information concerning this event.	<ul style="list-style-type: none"> • Soviet Union • Soviet cosmonaut, Yuri A. Gagarin • April 21, 1961 • 188 miles above the earth • Circled the earth for 108 minutes

Information concerning the race to the moon may be found on these websites:

Soviet cosmonaut, Yuri A. Gagarin:

http://www.nasa.gov/mission_pages/shuttle/sts1/gagarin_anniversary.html

<http://news.nationalgeographic.com/news/2011/04/110412-yuri-gagarin-anniversary-google-doodle-first-orbit-space-science/>

John F. Kennedy, Man on the moon:

<http://history.nasa.gov/moondec.html>

<http://www.jfklibrary.org/JFK/JFK-in-History/Space-Program.aspx>

<http://www.archive.org/details/jfks19610525>

John F. Kennedy, Man on the moon primary sources:

<http://www.history.com/videos/jfk-sets-goal-for-man-on-moon>

NASA:

<http://history.nasa.gov/factsheet.htm>

<http://www.nasa.gov/50th/timeline.html>

<http://history.nasa.gov/links3.htm>

Alan Shepherd:

http://history.msfc.nasa.gov/mercury/shepard_flight.html

http://www.nasa.gov/multimedia/imagegallery/image_feature_1344.html

John Glenn:

http://www.nasa.gov/centers/glenn/about/bios/mercury_mission.html

http://www.nasa.gov/centers/glenn/about/bios/john_glenn.html

http://www.archives.gov/exhibits/featured_documents/friendship_7_transcript/

John Glenn primary sources:

<http://www.history.com/videos/john-glenn-orbits-the-earth#john-glenn-orbits-the-earth>

Neil Armstrong:

http://www.nasa.gov/mission_pages/apollo/apollo11_40th.html

<http://news.nationalgeographic.com/news/2009/07/090715-moon-landing-apollo-facts.html>

<http://history.nasa.gov/ap11ann/introduction.htm>

Neil Armstrong primary sources:

http://news.bbc.co.uk/onthisday/hi/dates/stories/july/21/newsid_2635000/2635845.stm

<http://www.history.com/audio/neil-armstrong-walks-on-the-moon#neil-armstrong-walks-on-the-moon>

Solicit observations and discuss student findings with the class. Compare student entries on their *split-page notes*. Some teacher guidance may be needed to ensure the accuracy of student notes.

Place students in groups of four and use *text chains* ([view literacy strategy descriptions](#)) to create a short story about life in the United States in the 1960s and the space race between the two superpowers. On a sheet of paper, ask the first student to write an opening sentence of a *text chain* in which the student describes what life would be like in the United States during the 1960s. Remind students that the competition between the two superpowers was to be the first in every area of the space race. The first student then

passes the paper to the student sitting to their right, and that student writes the second sentence in the story. The paper is passed again to the next student on their right who writes a third sentence of the story. The paper is passed to the fourth student who must complete the story. See the sample *text chain* below:

Student 1: Life in the U.S. during the 1960s was often suspenseful.

Student 2: Americans watched the news in amazement and were shocked when the Soviets sent the first man into space.

Student 3: President Kennedy issued a challenge and pledged that the race to the moon was on.

Student 4: On July 20, 1969, Neil Armstrong was the first man to walk on the moon and the race to the moon was won by the United States.

Gather the class back together. Solicit volunteers from each group to read their *text chain* and discuss their readings with the class. Compare student findings checking information shared with the class for accuracy. Some teacher guidance may be needed.

Activity 12: Vietnam (GLE: US.5.2; CCSS: RH.11-12.2, WHST.11-12.10)

Materials List: America's Involvement in Vietnam BLM, Presidential Involvement in Vietnam BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the history of the Vietnam War

Students will use *SQPL* (*student questions for purposeful learning*) ([view literacy strategy descriptions](#)) to learn about the history of the Vietnam War. Generate a statement pertaining to the topic of the day. This statement should be thought-provoking to encourage students to wonder and challenge the proposed topic of information that will be presented in the lesson. For example, an *SQPL* statement about the history of the Vietnam War might be:

Following World War II, France refused to release its imperialistic rule of Indochina. In 1950, fearing that France would lose control of Vietnam to the communists, the United States began supplying millions in economic aid.

Present the statement to students. Have students pair up to generate two or three questions they would like answered about the *SQPL* statement. Examples of student questions might resemble these:

Why did France still control lands in Indochina?

Was the United States able to help France keep communists out of China?

Next, the class will share their questions which are recorded on the board. Repeated questions from the groups are highlighted to emphasize their importance. Add questions to be sure all gaps in information are filled. Students are now ready to discover the answers to their questions. As content is covered, stop periodically to allow students to determine if their questions have been answered.

Using information from primary and/or secondary source readings, Internet resources, and lectures, have students work in pairs to research and analyze the United States involvement in Vietnam. Assign each group one of the presidents whose administration was involved in Vietnam.

- President Harry S. Truman
- President Dwight D. Eisenhower (domino theory)
- President John F. Kennedy
- President Lyndon B. Johnson (Gulf of Tonkin and Tet Offensive)
- President Richard M. Nixon

Have students report on their president's foreign policy as it pertained to involvement in Vietnam.

As students research their assigned topic, have them use *split-page notetaking* ([view literacy strategy descriptions](#)) to organize pertinent information about their assigned president's involvement in Vietnam (see America's Involvement in Vietnam BLM and the sample below).

President:	Topic: Involvement and intervention in Vietnam
Describe ways in which the United States was involved in Vietnam during the administration of President _____.	

Students will present their research to the class using *PowerPoint*® presentations, posters, or various other visual presentations. Have students use the America's Involvement in Vietnam BLM as a guide to take notes as different groups present information on their specific president and his administration's involvement and intervention in Vietnam.

After all presentations, hold a class discussion and ask students to compare and contrast United States presidential involvement in Vietnam. Have students complete a *word grid* ([view literacy strategy descriptions](#)) to make their comparisons (see the Presidential Involvement in Vietnam BLM and sample below). Ask students to share their completed *word grids* and discuss their findings. During the discussion, students should check the information in their *word grids* for accuracy.

Directions: Place an X in the box that identifies the Presidential action involving Vietnam.					
Presidential Action Involving Vietnam	Harry Truman	Dwight Eisenhower	John	Lyndon Johnson	Richard Nixon

Sent millions in economic aid to France to help defeat Ho Chi Minh in the early 1950s.					
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Using their *word grids* and *split-page notes*, have students write a well-organized paragraph or short essay in their *learning logs* ([view literacy strategy descriptions](#)) in which they trace America's involvement in Vietnam and describe the final outcome of the Vietnam War. Ask students to share their completed *learning log* entry with the class.

Have students locate and label Vietnam on a map of Asia. Students should identify North and South Vietnam as well as the 17th parallel. Students should also locate and label China, Laos, and Cambodia. Have students note the strategic location of each of these countries. Have students display their maps in the classroom.

Outline maps of Asia:

<http://www.eduplace.com/ss/maps/asia.html>

http://www.eduplace.com/ss/maps/pdf/se_asia_pac_polnl.pdf

Using the Cold War timeline (see Activity 7), have students record information about important events concerning United States involvement in Vietnam above the date that it occurred (dates and locations of key battles should all be included on the timeline). The timeline should be used throughout the school year to reinforce the concept of time and chronology of historical events.

Vietnam War Timeline:

<http://www.pbs.org/wgbh/amex/vietnam/timeline/>

Activity 13: Presidential Foreign Policies and Domestic Events (GLE: US.5.2; CCSS: RH.11-12.2, WHST.11-12.10)

Materials List: Escalating Cold War Tensions BLM, Presidential Domestic and Foreign Policies BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the foreign policies and domestic events of Presidents Truman, Kennedy, Johnson, Nixon, and Carter

Using information from primary and/or secondary source readings, Internet resources, and lectures, students will work in pairs to research and analyze the domestic and foreign policies of Presidents Truman, Kennedy, Johnson, Nixon, and Carter. Assign each group a different president and have them report on that president's foreign and domestic policies and cite evidence that links these policies to escalating Cold War tensions during the 1960s and 1970s.

As students research their assigned topic, have them use *split-page notetaking* ([view literacy strategy descriptions](#)) to organize pertinent information about their assigned president's domestic and foreign policies and their links to escalating Cold War tensions (see Escalating Cold War Tensions BLM and sample below).

President:	Topic: Domestic Events and Foreign Policies that led to Escalating Cold War Tensions
Date of term(s):	
Describe ways in which domestic events influenced escalating Cold War tensions during the administration of President .	

Information on the domestic events and foreign policies of the presidents may be found on the following websites:

President Harry S. Truman:

<http://www.trumanlibrary.org/>

President Dwight D. Eisenhower:

<http://www.eisenhower.archives.gov/>

President John F. Kennedy:

<http://www.jfklibrary.org/>

President Lyndon B. Johnson:

<http://www.lbjlibrary.org/>

President Richard M. Nixon:

<http://nixon.archives.gov/>

President Jimmy Carter:

<http://www.jimmycarterlibrary.gov/>

Students will present their finding to the class using *PowerPoint*® presentations, posters, or various other visual presentations. Have students use the *graphic organizer* ([view literacy strategy descriptions](#)) Presidential Domestic and Foreign Policies BLM as a guide to take notes during the different group presentations on their specific president and his foreign and domestic policies (see Presidential Domestic and Foreign Policies BLM and sample below).

President	Date of Term(s)	Domestic Policies	Foreign Policies	Domestic Events	Cold War Events	Other Interesting Facts
Harry S. Truman		<i>Fair Deal</i>				

After all presentations, hold a class discussion and ask students to cite evidence that links domestic events and foreign policies of the 1960s and 1970s to escalating Cold War tensions. Have students write a short explanatory essay in their *learning logs* ([view literacy strategy descriptions](#)) in which they explain how their assigned president's

foreign policies helped to escalate tensions between the world's two superpowers. Ask students to share their completed *learning log* entries with the class.

Activity 14: The Middle East and the Cold War (GLE: US.5.2; CCSS: RH.11-12.7, WHST.11-12.9; WHST.11-12.10)

Materials List: Military Presence in Afghanistan BLM, markers, colored pencils, colors, or computer graphics; primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of United States and Soviet presence in the Middle East during the Cold War

Conduct a class discussion to probe students' background knowledge of the Cold War events that occurred in the Middle East during the 1960s and 1970s. Have students use *DL-TA: directed learning-thinking activity* ([view literacy strategy descriptions](#)) to examine the ways in which the United States and the Soviet Union were involved in these Middle East conflicts. The discussion should activate students' interest and build on background knowledge concerning the threat of communism spreading throughout the Middle East.

Invite students to make predictions about the content they will be reading. Have students write their predictions in their *learning logs* ([view literacy strategy descriptions](#)) in order to keep a record of them while they learn the new content.

Guide students through a selected reading passage found in their texts or other primary/secondary documents on the Cold War tensions that erupted in the Middle East during the 1960s and 1970s (Israeli-Arab conflicts/wars and the Soviet invasion of Afghanistan), stopping at predetermined places to ask students to check and revise their predictions. At each stopping point, ask students to reread their predictions and change them if necessary. New predictions and relevant information should be written. Ask questions involving the content. Students' attention should be directed to the reasons for America's interest in stopping the spread of communism in the Middle East in the 1960s and 1970s, the tensions between the Soviet Union and the United States in this area of the world, and the immediate and long-term consequences of this communist threat. Explain the factors that fueled American foreign policy decisions to halt the spread of communism and the presence of the Soviet Union in war torn areas of the Middle East.

Once students have been exposed to the content, their predictions may be used as discussion tools in which they state what they predicted would be learned as compared to what they actually learned.

In a culminating activity, hold a class discussion in which students describe their experience with *DL-TA*. Have students write a summary in which they explain and summarize what they learned about the United States and Soviet presence in the Middle East.

Have students construct maps of the world, illustrating the areas where Cold War conflicts occurred between the United States and the Soviet Union during the 1960s and 1970s. Ask students to indicate on their maps the areas that were affected by the spread of communism during this time period. Their map keys should indicate the nations where “hot wars” occurred and the results of these conflicts. Map keys should also indicate which nations fell to the Communists.

Outline maps showing the free world and communist holdings may be found on the following websites:

<http://users.erols.com/mwhite28/coldwar1.htm>

<http://www.pbs.org/behindcloseddoors/maps/index.html>

Mapping the fall of Communism:

<http://news.bbc.co.uk/2/hi/europe/7972232.stm>

Have students present their maps to the class and hold a class discussion in which students explain and analyze the changes that occurred following the beginning of the collapse of communism in 1989.

Have students complete a *graphic organizer* ([view literacy strategy descriptions](#)) in which they make their comparisons of the involvement of the Soviet Union in Afghanistan in the 1970s through the 1990s and the involvement of the United States in Afghanistan in the twenty-first century. (See the Military Presence in Afghanistan BLM). Ask students to share their completed *graphic organizers* and display them in the class. Conduct a guided discussion on the information in the *graphic organizers*.

Have students work individually, using the information from their *graphic organizer* to write an informative essay in which they compare and contrast the involvement of the Soviet Union in Afghanistan in the 1970s through the 1990s and the involvement of the United States in Afghanistan in the twenty-first century. Ask students to share their completed essays with the class.

Activity 15: Big Changes in Cold War World Politics (GLE: US.5.5; CCSS: RH.11-12.1, RH.11-12.7, WHST.11-12.9, WHST.11-12.10)

Materials List: Moving Toward an End to the Cold War BLM, 3 copies of The Cold War Ends BLM for each student, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topics of the leaders of the superpowers of the 1980s, events, and policies that combined to bring about an end to the Cold War.

Using information from primary and/or secondary source readings, Internet resources, and lectures, students will work in pairs to research and analyze the role and personalities of the leaders of the world’s super powers, events, and policies of the 1980s that combined to bring about an end to the Cold War. Assign each group a different key concept and have them report on that concept’s role in bringing about an end to the Cold War:

- President Ronald Reagan
- Reagan Doctrine
- Soviet President Mikhail Gorbachev
- Perestroika
- Glasnost
- Strategic Defense Initiative
- Intermediate-Range Nuclear Forces Treaty (INF Treaty)
- Strategic Arms Reduction Treaties (START I and START II)
- Poland's Solidarity Movement
- President George Bush
- Tiananmen Square Incident
- Opening of the Berlin Wall
- German Reunification
- Dissolution of the USSR
- Soviet President Boris Yeltsin

As students research their assigned topic, have them use *split-page notetaking* ([view literacy strategy descriptions](#)) to organize pertinent information about their assigned leader, event or policy that helped to bring about an end to the Cold War (see Moving Toward an End to the Cold War BLM and sample below).

Specific Topic:	Topic: Leaders, Events, and Policies that Led to the End of the Cold War
Describe ways in which _____ led to the end of the Cold War.	

Information on the domestic events and foreign policies of the presidents may be found on the following websites:

President Ronald Reagan:

<http://www.pbs.org/wgbh/americanexperience/features/primary-resources/reagan-brotherhood/>

http://www.gilderlehrman.org/historynow/03_2011/historian7.php

<http://www.history.com/topics/fall-of-soviet-union/videos#reagan-meets-gorbachev>

Reagan Doctrine:

<http://www.history.com/this-day-in-history/the-reagan-doctrine-is-announced>

http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=404

<http://history.state.gov/milestones/1981-1989/ReaganDoctrine>

Soviet President Mikhail Gorbachev:

<http://www.pbs.org/wgbh/americanexperience/features/biography/reagan-gorbachev/>

<http://www.history.com/topics/mikhail-gorbachev>

http://belfercenter.ksg.harvard.edu/publication/1531/gorbachev_and_the_end_of_the_cold_war.html

Perestroika and Glasnost:

<http://soviethistory.org/index.php?page=subject&SubjectID=1985perestroika&Year=1985>

<http://www.pbs.org/pov/myperestroika/>

<http://www.history.com/topics/perestroika-and-glasnost>

Strategic Defense Initiative:

<http://www.reagan.utexas.edu/education/For%20Educators/picturingcurriculum/picturingcurriculum/Picturing%20the%20Presidency/4.%20Strategic%20Defense%20Initiative/SDI%20Card.pdf>

http://www.pbs.org/newshour/bb/military/star_wars_6-4.html

Intermediate-Range Nuclear Forces Treaty (INF Treaty):

<http://www.state.gov/www/global/arms/treaties/inf1.html>

<http://history.state.gov/milestones/1981-1989/INF>

<http://www.reagan.utexas.edu/education/For%20Educators/picturingcurriculum/picturingcurriculum/Picturing%20the%20Presidency/7.%20INF%20Treaty/1%20Remarks%20on%20INF.pdf>

Strategic Arms Reduction Treaties (START I and START II)

START I:

<http://www.state.gov/www/global/arms/starthtm/start/toc.html>

<http://www.nato.int/docu/review/1991/9105-2.htm>

START II:

<http://www.state.gov/www/global/arms/starthtm/start2/st2intal.html>

<http://www.state.gov/t/isn/10425.htm>

Poland's Solidarity Movement:

<http://www.history.com/this-day-in-history/polish-government-signs-agreement-with-gdansk-shipyard-workers->

<http://www.history.com/topics/lech-walesa>

President George Herbert Walker Bush:

<http://bushlibrary.tamu.edu/>

Tiananmen Square:

http://news.bbc.co.uk/onthisday/hi/dates/stories/june/4/newsid_2496000/2496277.stm

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB16/>

<http://www.pbs.org/wgbh/pages/frontline/gate/>

Opening of the Berlin Wall:

<http://www.pbs.org/programs/the-wall/>

<http://www.history.com/this-day-in-history/east-germany-opens-the-berlin-wall>

Opening of the Berlin Wall primary sources:

<http://www.history.com/topics/berlin-wall>

http://news.bbc.co.uk/onthisday/hi/dates/stories/november/9/newsid_2515000/2515869.stm

German Reunification:

<http://www.history.com/this-day-in-history/bush-and-gorbachev-end-second-summit-meeting>

<http://www.archives.gov/presidential-libraries/events/german-reunification/exhibit.html>

http://www.coldwar.org/articles/90s/reunification_of_germany.asp

Dissolution of the USSR:

http://www.coldwar.org/articles/90s/fall_of_the_soviet_union.asp

http://www.bbc.co.uk/history/worldwars/coldwar/soviet_end_01.shtml

<http://www.history.com/topics/fall-of-soviet-union>

Soviet President Boris Yeltsin:

<http://www.history.com/topics/boris-yeltsin>

http://www.bbc.co.uk/history/worldwars/coldwar/soviet_end_01.shtml

Soviet President Boris Yeltsin primary sources:

<http://www.history.com/topics/fall-of-soviet-union/videos#boris-yeltsin-the-peoples-choice>

<http://www.history.com/this-day-in-history/soviet-hard-liners-launch-coup-against-gorbachev>

Students will present their research to the class using *PowerPoint*® presentations, posters, or various other visual presentations. Have students use the *graphic organizer* ([view literacy strategy descriptions](#)), The Cold War Ends BLM, as a guide to take notes during the different group presentations on their specific leader, event, or policy that led to the end of the Cold War (see The Cold War Ends BLM and sample below).

Cold War Leader, Event, or Policy	Time Period	Role in helping to bring about the end of the Cold War.	Result of the actions of the leader, event, or policy in helping to end the Cold War.	Other Interesting Facts

After all presentations, hold a class discussion and ask students to cite evidence that links the actions of these leaders, events and policies to the ending of the Cold War. Have students write a short explanatory essay in their *learning logs* ([view literacy strategy descriptions](#)) explaining how their assigned leader, event, or policy helped to bring about an end to the Cold War. Ask students to share their completed *learning log* entries with the class.

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.

- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
 - a variety of formats for objective, convergent test items
 - depth of knowledge at various stages of Bloom's taxonomy
 - EOC-like constructed response items
 - open-ended response items requiring supporting evidence
 - test items aligned to the verbiage of the GLEs.

Activity-Specific Assessments

- Activity 5: Have students create cartoons that depict what they learned about McCarthyism and the Second Red Scare. Political cartoons should be assessed according to established criteria distributed to students before the political cartoons are drawn.
- Activity 9: Have students create a timeline of important Cold War events that occurred during the 1960s. Timelines should be assessed according to established criteria distributed to students before the timelines are created.
- Activity 13: Have students make a chart in which they create newspaper headlines concerning major Cold War domestic and foreign events, the date that each event occurred, and specific information concerning each event. Such headlines should include the 1968 Democratic Convention, détente, Nixon's travels to China, the Soviet invasion of Afghanistan, and cultural and athletic competitions. See the Cold War Events BLM. Charts should be assessed according to established criteria distributed to students before the charts are created.
- Activity 15: Have students use chart paper and markers to create a 1980s Cold War graffiti wall. Students will draw symbols or write messages that depict what they learned about the Cold War leaders, events, and policies of the 1980s. Graffiti walls should be assessed according to established criteria distributed to students before the graffiti walls are created.