The purpose of this unit is to teach students about the Cold War in the context of World History. The unit is divided into two sections: the Cold War in the immediate Post World War II years and the Cold War in the Modern Era (1960’s and beyond); each of these two sections will be formally assessed. At the end of the unit, students will understand that the Cold War was not a war fought with soldiers, boots, or guns; rather, the Cold War was a battle of political and economic ideologies “fought” with each sides’ policies and spheres of influences. The two key players in this unit are the United States and the Soviet Union. While the U.S. allied with Western European nations throughout this era to promote democracy and capitalism, the USSR wanted to become a world superpower and expand the influence of communism around the world. This led to many historic events, such as the Cuban Missile Crisis, which are included inside this unit. Throughout our topic, we will touch on the ramifications the Cold War brought about through social, political, and economic contexts. From propaganda to nuclear warfare, students will learn that the Cold War introduced a new era of world dominance. The unit ends with the fall of communism and the breakdown of the Soviet Union. While many of the history books quit writing at that point, our unit will evaluate how the Cold War still influences our society today. With the recent conflicts in Ukraine and Russia, it is easy to see how ethnic tensions brought on by the fall of communism still exist in our world.
List and attach Print Materials/Resources
List and attach Internet Resources/Links

Materials:
- World History, People & Nations (Holt, Rinehart, and Winston) Textbook
- VJ Day video (URL attached on lesson plan)
- “Post-War Europe and the Beginning of the Cold War” PowerPoint
- “Nuremburg Charges” Handout
- “Outcome of the International Military Tribunal” Handout
- “Nuremburg Trials” Homework sheet
- Iron Curtain speech video (URL attached on lesson plan)
- “Winston Churchill’s ‘Iron Curtain’ Speech/Guided Reading” Worksheet
- Truman Doctrine Political cartoon (attached on lesson)
- Marshall Plan Political cartoon (attached on lesson)
- “Truman Doctrine vs. Marshall Plan” Homework
- The Butter Battle Book by Dr. Seuss
- “The Berlin Wall is Built” video (URL attached on lesson)
- Berlin Wall/Time Magazine image (attached on lesson)
- NATO and Warsaw Pact Map (attached on lesson)
- “Cold War Alliances” homework sheet
- “Capitalism Scenario”
- “Communism Scenario”
- “Cold War Economic Systems Concept Maps” Homework sheets
- “2014 Volkswagen Game Day Commercial: Wings” video (URL attached on lesson plan)
- “The Amazing Volkswagen” article
- “The Amazing Volkswagen” article reading questions
- “Western European Economies” Homework sheet
- “The Cold War in Postwar Years” Test
- “The Cold War in Postwar Years” answer key
- “Cold War Essay” prompt and rubric
- “I’ve Been to the Mountaintop” video (URL attached on lesson plan)
- “Great Society Guided Reading Packet”
- “Richard Nixon on Civil Rights” video (URL attached on lesson plan)
- “You might be a communist if…” video (URL attached on lesson plan)
- McCarthyism Political cartoons (attached on lesson)
- “Cartoon Analysis Worksheet”
- “Nuclear alarm sound clip” video (URL attached on lesson plan)
- “Duck and Cover- Part 1 (1951)"- video (URL attached on lesson plan)
- “Nuclear Arms Race and Fear” article
- “Living in Fear during Cold War” article
- “Cuban Missile Crisis- Three Men Go to War/The Scariest Speech Ever Given” video (URL attached on lesson plan)
- “Cuban Missile Crisis Cause and Effect Worksheet”
Contextual Information

1. Knowledge of characteristics of students
Use the spaces provided below to address indicated characteristics of your students.

- **Age-Range, Gender, Total number of students**
  - Mr. Anderson’s 5th period World History class at Lafayette County High School is made up of 10th grade students ranging from ages fifteen to sixteen years old. As a whole, over 700 students attend Lafayette County High School. Over the course of an entire day, Mr. Anderson teaches a total of 101 students, twenty-five of which are in his 5th period class. The ratio of male and female students noticeably favors the males in this particular World History class. Out of the twenty-five students in Mr. Anderson’s 5th period, only five of the students are female, denoting a significantly large gender discrepancy within the class.

- **Achievement Levels (Remedial, Average, Advanced/ Accelerated, or specify range in percentiles or grade-equivalent)**
  - According to their website, Lafayette County High School is high achieving and has received “superior” rankings from the Mississippi Department of Education. Despite the school’s rankings, however, some of the students in Mr. Anderson’s classroom are not on track to graduate. As stated in the District Profile, Lafayette County High School has a graduation rate of about 88%. Looking through various classroom assessments, very few students in Mr. Anderson’s class complete A-level work regularly. Mr. Anderson says that some students in the class very rarely complete or turn in assignments, as well. On graded assessments, such as homework, quizzes, and tests, the majority of the class earns grades in the B, C, and D ranges. In an effort to help students succeed in his classroom, Mr. Anderson sometimes offers quizzes multiple times, so that students have chances to better their scores. Out of the twenty-five students in Mr. Anderson’s class, only three students perform at a high achieving level consistently; these three students will comprise the Enrichment group throughout this unit. The remaining students fall into the average and lower scoring levels according to their grades on chapter and unit tests given by the teacher; they will comprise the Remediation group throughout this unit. While there are very high
achieving students in Mr. Anderson’s class, there are also students in the class that struggle with many of the aspects of the World History material.

- Socio-Economic Description
  - Lafayette County High School has a mix of students who fall into the upper middle and lower middle socioeconomic ranges; low ranging socioeconomic students are prominent in the school, as well. Mr. Anderson’s 5th period reflects a good representation of these different socioeconomic levels. It is easy to see that some students come from families with parents who work white-collar jobs, while others have parents that are employed in blue-collar positions. Some students in the classroom show up to school in name brand clothing and carry backpacks, such as The North Face and L.L. Bean, daily. A popular trend in Mr. Anderson’s classroom is signature outdoor/hunting wear, including John Deere or pricey camouflage gear. Because 46% of Lafayette County is mainly rural, boots and jeans are worn by the majority of students as a reflection of the environment in which many have grown up. About 62% of students at Lafayette County High School receive free or reduced lunches.

- Typical Demeanor of Students
  - The students in Mr. Anderson’s 5th period class emulate many traits of typical teenagers. Because Mr. Anderson runs a laid back classroom, the students engage in conversation and socialize throughout the class period. Most students gravitate towards their friends when in groups or sitting in their desks. The students often use their cell phones, eat snacks, and lay their heads on their desks when they are not engaged in classroom lectures and discussions. Common characteristics of students in Mr. Anderson’s class include low self-esteem and the desire to be accepted by peers. Some students enjoy speaking up in class and frequently take advantage of opportunities to volunteer and participate. Other students remain quiet for the duration of the class period unless called on by the teacher. When intrigued by interesting subject content or relatable material, students demonstrate curiosity and the desire to learn more.

- Typical Interest and Involvement of Students
  - Many students in Mr. Anderson’s class are involved in several extracurricular activities. Both the male and female students show strong interest in sports, as many of them are part of an athletic team. Students participate in football, soccer, basketball, cheerleading, and baseball outside of the classroom. Other students are involved in religious groups on campus, such as Commodores for Christ. The male students also display a passion for military affairs and enjoy learning about the various wars and tactics found throughout World History. Some students even participate in the Jr. ROTC program offered at the school.

2. Knowledge of students’ varied approaches to learning (Include information from learning styles inventory)
According to the learning styles inventory, most of the students in Mr. Anderson’s class enjoy working in groups. A few students say they would rather work alone, although they admit that it depends on what the assignment calls for. Mr. Anderson implements both collaborative and individual activities to cater to every student’s need. About half of the class identifies themselves as visual learners, while the other half says they are more of kinesthetic learners. 5 students prefer auditory styles of learning.

3. Knowledge of students’ skills and prior learning
   - According to Mr. Anderson, students in his class have not had World History since before the eighth grade. Even then, however, the students only received information from the pre-historic era to the Age of Enlightenment. According to the Mississippi Social Studies Framework, this tenth grade course picks up where the previous class left off, covering everything from the Age of Enlightenment to the present. Because most of the information taught in this class is virtually new to Mr. Anderson’s students, only a few are familiar with the key terms and details of major events covered in this course.

4. Knowledge of community and school district (Include a description of the community and school district)
   - Lafayette County High School is located in Lafayette County, Mississippi. The county seat is Oxford, which is home to the University of Mississippi. According to the 2000 census, Lafayette County has approximately 38,744 residents. Racially, the county is about 71.85% White and 25.05% African American. The county also has a small population of Native American, Asian, and Hispanic residents. Because the University of Mississippi draws so much attention to the area, Lafayette County and Oxford have become known for everything from southern charm to fine dining and shopping. The historic Oxford Square attracts many visitors and is a common stop for many notable literary writers and authors every year. A large part of the county, however, is mainly rural and agriculturally based. The median household income is around $42,688 and about 23.5% of people live below the poverty line. Lafayette County Schools are all located on one campus about two miles outside of the Oxford city limits. Lafayette County High School itself serves over 700 students and is among one of the best schools in the state according to their school website. The Mississippi Department of Education has given the school a “superior” ranking. The school offers many special programs and is known for its strong athletic department, as well.

Sources:
- www.lhs.gocommodores.org
- http://en.wikipedia.org/wiki/Lafayette_County,_Mississippi
- www.gocommodores.org
Stage 1 – Identify Desired Results
(Stage 1 completed once for the unit)

Goal: Identify overall goal(s) of the unit based on the Mississippi Curriculum Frameworks.

Social Studies:

Domestic Affairs
1. Understand different political systems in the Modern Western World and their impact on the respective societies that adopted them.
   a. Compare and contrast the ideologies and practices of communism, socialism, liberalism, fascism, nationalism, and imperialism. (DOK 2)
   b. Analyze the different governmental systems of countries in Europe, Asia, and the Americas (e.g., Fascism in Italy and Germany, Communism in Russia and China, Democracy in the United States, Monarchy in England, etc.) since the Age of Enlightenment in terms of the main factors that contributed to their rise and fall. (DOK 4)

2. Understand the impact of political, technological, economic, cultural, religious, and demographic changes within the global community.
   a. Describe the nature of the transitions from one governmental form to another (e.g., violent, non-violent, ideological, economic). (DOK 2)
   b. Analyze international demographic trends (population growth, decline, movement) and their relationship with the development of various societies around the world. (DOK 2)

Global Affairs
1. Understand causes and consequences of contact, cooperation, and conflict (e.g., diplomatic, economic, political, cultural/ethnic, military, biological) between various societies, nations, and groups of people.
   a. Analyze the causes, effects, and unique features of World War I and World War II in terms of the changes in diplomatic relationships among the various countries involved. (DOK 3)
   b. Describe the causes of the Cold War and its effects on contemporary world affairs. (DOK 2)

2. Understand that increased interactions among people have resulted from: technological and communication innovation, political and economic change, and demographic and climate change.
   a. Analyze the integration of countries into the global community and the roles of demographic change, climate change, medical advances, and cultural exchange in that integration. (DOK 3)
   b. Analyze the international developments in the post–World War II world in terms of global economic, military, and political power shifts (e.g., developments of nationalism in Africa and the Middle East, the effects of the Truman Doctrine and the Marshall Plan in Southeast Asia, the collapse of the Soviet Union, etc.). (DOK 4)

Civil Rights/Human Rights
1. Understand rights in society and changing conception of rights (civil or human).
   a. Identify and distinguish between the methods of proponents of civil or human rights and the methods of their opponents since the Age of Enlightenment (e.g., Rousseau, Wollstonecraft, Blanqui, anarchists, Gandhi, Ho Chi Minh, Cesar Chavez). (DOK 2)

Economics
1. Understand the development of various economic systems through time and place and how
those systems have shaped global relations.

a. Analyze the integration of countries into the world economy and roles of the informational, technological and communication revolutions (e.g., steamship, the telegraph, television, satellite, and computer) in that integration. (DOK 3)
b. Cite evidence of how the world has evolved from a multitude of economic systems to a global interdependent economy. (DOK 3)
c. Draw conclusions using examples of how governments, international institutions (e.g., Napoleon’s Continental System, GATT), and private corporations (e.g., East India Company) have sought to regulate economics since the Age of Enlightenment. (DOK 3)

Culture

1. Understand the cultural trends, religious ideologies and artistic expressions of various world cultures through time and place.

Cite evidence to illustrate cultural fusion and exchange on an international scale (e.g., influence of non-Western cultures on the West, the influence of the West on non-Western cultures, and other cross-fertilization between cultures) from the 18th century to the present. (DOK 2)

Language Arts:

CCSS.ELA-Literacy.W.9-10.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

• CCSS.ELA-Literacy.W.9-10.2.b
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

What understandings are desired?

Students will understand that:

• Each side (Communist nations and Western nations) sought to extend its influence among other nations of the world through political ideologies and economic structures.
• Although some local fighting happened during the same time frame, the Cold War was more of an ideological battle rather than an extended period of wars and bloodshed.
• The fall of communism reawakened old ethnic divisions in Eastern Europe, as the nations of Western Europe moved toward closer union.

Daily objectives: What key knowledge and skills will students acquire as a result of this unit? What should learners be able to do as a result of such knowledge? Include integrated content areas from the Mississippi Curriculum Frameworks. Label objectives with the DOK level of learning.

The students will:

1. Identify the major consequences of World War II (DOK 1).
2. Name the basic provisions of the postwar settlement in Europe (DOK 1).
3. Name the key players and purpose of the Yalta Conference (DOK 1).
4. State what the Nuremburg trials were (DOK 1), and summarize the purpose of them (DOK 2).
5. Summarize the effects of the Potsdam Conference (DOK 2).
6. Cite evidence regarding the origins of the Cold War (DOK 3).
7. Recall that the Cold War was more of a battle of political ideologies rather than an extended period of wars and fighting (DOK 1).
9. Define and state the purpose the Truman Doctrine (DOK 1).
10. Analyze and explain the basic tenets of the Truman Doctrine (DOK 4).
11. Summarize the idea of “containment” (DOK 2).
12. Summarize the basic features of the Marshall Plan (DOK 2).
14. Summarize the purpose of the Berlin Wall (DOK 2).
15. Identify Cold War Alliances through NATO and the Warsaw Pact (DOK 1).
16. Compare and contrast NATO and the Warsaw Pact (DOK 2).
17. List the functions of both NATO and the Warsaw Pact (DOK 1).
18. Define market economy, command economy, and welfare state (DOK 1).
19. Identify countries with market economies during the Cold War (DOK 1).
20. Identify countries with command economies during the Cold War (DOK 1).
21. Critique the actions that Western European leaders took to integrate their economies (DOK 3).
22. Cite evidence for why the West German economy experienced tremendous growth after the war (DOK 3).
23. Create, through writing, explanatory texts that convey information clearly.
24. Identify the kinds of domestic problems American presidents faced after WWII (DOK 1).
25. Summarize how the Cold War affected the Civil Rights Movement in the United States (DOK 2).
26. Summarize the Americans’ fear of communism during the Cold War years (DOK 2).
27. Analyze “McCarthyism” during the Cold War (DOK 4).
28. Analyze the causes and effects of the Cuban Missile Crisis (DOK 4).
29. Identify why people feared a nuclear war during the Cold War years (DOK 1).
30. Develop a logical argument for or against the Vietnam War through an American perspective (DOK 3).
31. Define “Vietnamization” (DOK 1).
32. Identify Mikhail Gorbachev (DOK 1).
33. Define perestroika, glasnost, and ethnic cleansing (DOK 1).
34. Recall the causes and effects of the fall of communism (DOK 1).
35. Summarize the major problems that faced Russia and other Eastern European nations after the fall of communism (DOK 2).
36. Summarize how the fall of communism contributed to the resurgence of ethnic tensions in Eastern Europe (DOK 2).
37. Create explanatory texts using relevant facts and concrete details (DOK 4).
38. Analyze how propaganda affected the Cold War (DOK 4).

Stage 2 – Planning Assessment  
(Stage 2 completed once for the unit)

Performance Task(s): List the names of each performance task here and attach a copy of the
Cold War Propaganda Video Project:

- **Purpose:** to further students’ knowledge and understandings of the ways the media influenced public opinion during the Cold War.
- **Students will work in groups to create a short digital video production.**
- **All groups will read an article found online (attached on rubric handout) to understand how propaganda affected the Cold War before beginning their projects.**
- **The digital videos will be presented to class with a brief explanation of what Cold War Era theme it demonstrates and will also be loaded on YouTube.**
- **Presentation day will be the Thursday after the “Cold War in the Modern Era Test”**
- **Possible video topics/themes:** nuclear warfare fears (duck & cover, bomb shelters, fear of Soviet attack on U.S.), promotion of U.S. capitalism over Soviet communism, propaganda commercial on what U.S. would be like under Soviet communist rule, propaganda commercial promoting fear of communism by portraying life in the Soviet Union, promotion of containment doctrine, Red Scare, what it means to be a good American, McCarthyism, and Black Listing in Hollywood. Students may have other ideas approved by the teacher, as well.
- **How to divide up groups:** each student will be assigned a role (writers, actors, videographers, and editors)
- **Examples:** Montage of Cold War propaganda themes (attached on rubric handout) and How to Spot a Communist (attached on rubric handout)
- *** The Grading Scale is attached with the Instruction handout on the daily lesson plans!

**Formal Assessments:**

1. The Cold War in Postwar Years Test (Day 7)
2. The Cold War in the Modern Era Test (Day 14)
3. Cold War Essay (Prompt/Instructions passed out on Day 8; Due on Day 11)- Prompt: **Evaluate the importance of ideology on the causes of the Cold War. Consider the political, economic, and social implications of each ideology. Be sure to include specific examples to support your thesis statement.**
4. “Nuremburg Trials” Homework (Day 1)
5. “Winston Churchill’s ‘Iron Curtain’ Speech/Guided Reading Worksheet” (Day 2)
7. “Cold War Alliances Homework” (Day 4)
8. “Cold War Economies” Rap (Day 5)
10. “The Amazing Volkswagen” article reading questions (Day 6)
11. “Western European Economies” Homework Sheet (Day 6)
12. “Great Society Guided Reading Packet” (Day 8)
13. “Cartoon Analysis Worksheet” (Day 9)
14. “Nuclear Arms Race and Fear” and “Living in Fear during Cold War” article answers (Day 10)
15. “Cuban Missile Crisis Cause and Effect Worksheet” (Day 10)
16. “Fall of Communism Investigation Activity” Worksheet (Day 12)
17. “Cold War in the 21st Century? Academic Prompt Questions” (Passed out on Day 12, collected the following Monday)

**Informal Check(s):** List ways you will check for understanding throughout your unit.
- Day 1: Exit Slip- Key players and purpose of the Yalta conference
- Day 2: Exit Slip- 2 examples of the origins of the Cold War
- Day 3: True/False Stand up or Sit down activity- The Truman Doctrine was created by Harry Truman to help stop the spread of communism across the globe (true); The policy of “restriction” was what the Truman Doctrine promoted to prevent the spread of communism (false); The Marshall Plan provided aid, in many different forms, to countries who asked the U.S. to help them fight the influences of communism in their country (true).
- Day 4: Exit Slip- NATO and Warsaw Pact alliance members
- Day 5: True/False Raise hand or don’t raise hand activity- A command economy means capitalism (false), Western countries favored market economies (true), Britain had a welfare state following WWII (true).
- Day 6: Exit Slip- How did Western European nations try to integrate their economies?
- Day 7: TEST DAY
- Day 8: Exit Slip- Name one domestic issue that the United States faced during the Cold War years.
- Day 9: Exit Slip- Summarize Americans’ fear of communism during the Cold War.
- Day 10: Exit Slip- Name at least one reason that Americans’ feared a nuclear fallout during the Cold War.
- Day 11: Exit Slip- Define “Vietnamization.”
- Day 12: Exit Slip- Name one cause or effect of the fall of communism.
- Day 13: TEST DAY
- Day 14: Project Presentation Day, Exit Slip: One way propaganda affected the Cold War.

**Academic Prompt(s):** List higher level thinking questions used throughout the unit.
- Can the effects of the Cold War still be seen today in the 21st century? (Day 12)
- The Ukraine and Russia have been in the news lately due to unrest in the vicinity. Are the regional strains between those two countries results of the ethnic tensions brought on by the fall of communism in the late 1900’s? (Day 12)
- Does the pervasive fear of nuclear war still consume the thoughts of countries in the world today? (Day 10)
Stage 3 – Daily Lesson Plans  
(Stage 3- attach lesson plans)

Make a calendar to outline the objectives taught each day, the activities/strategies used and the assessments used. Next, attach a separate lesson plan for each day of your unit using the format on the following page.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
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<th>Friday</th>
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<tbody>
<tr>
<td>TSW: Identify the major consequences of World War II (DOK 1).</td>
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<td>TSW: Define and state the purpose of the Truman Doctrine (DOK 1).</td>
<td>TSW: Summarize the purpose of the Berlin Wall (DOK 1).</td>
<td>TSW: Define market economy, command economy, and welfare state (DOK 1).</td>
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<tr>
<td>Name the basic provisions of the postwar settlement in Europe (DOK 1).</td>
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<td>Analyze and explain the basic tenants of the Truman Doctrine (DOK 4).</td>
<td>Identify Cold War Alliances through NATO and the Warsaw Pact (DOK 1).</td>
<td>Identify countries with market economies during the Cold War (DOK 1).</td>
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<td>Summarize the idea of “containment” (DOK 2).</td>
<td>Compare and contrast NATO and the Warsaw Pact (DOK 2).</td>
<td>Identify countries with command economies during the Cold War (DOK 1).</td>
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<tr>
<td>State what the Nuremberg trials were (DOK 1), and summarize the purpose of them (DOK 2).</td>
<td>State what the Nuremberg trials were (DOK 1), and summarize the purpose of them (DOK 2).</td>
<td>Summarize the basic features of the Marshall Plan (DOK 2).</td>
<td>List the functions of both NATO and the Warsaw Pact (DOK 1).</td>
<td>Economics Rap Activity</td>
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<td>Summarize the effects of the Potsdam Conference (DOK 2).</td>
<td>Summarize the effects of the Potsdam Conference (DOK 2).</td>
<td>Compare and Contrast the Truman Doctrine and the Marshall Plan (DOK 2).</td>
<td>Summarize the basic features of the Marshall Plan (DOK 2).</td>
<td>Cold War Economic Systems Concept</td>
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<tr>
<td>Video Clip- VJ day</td>
<td>Video Clip- VJ day</td>
<td>Exit Slip- 2 examples of the origins of the Cold War</td>
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<td>True/False Raise hand or don’t raise hand activity- A command economy means capitalism (false), Western countries favored market economies (true), Britain had a</td>
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<td>“Post War Europe and the Beginning of the Cold War”</td>
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<td>Iron Curtain video clip</td>
<td>X and o activity</td>
<td>Cold War Economic Systems Concept</td>
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<td>“W. C. Iron Curtain Speech/Guided Reading Worksheet”</td>
<td>Truman Doctrine</td>
<td>Maps Homework</td>
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<td>Exit Slip- 2 examples of the origins of the Cold War</td>
<td>Political Cartoons</td>
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<td>Marshall Plan Political Cartoons</td>
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<td>Truman vs. Marshall Plan Homework sheet</td>
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<td>True/False Stand up or Sit down activity- The</td>
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<td>Exit Slip- NATO</td>
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**PowerPoint**

- Potsdam Conference Group Activity
- “Nuremburg Trials Homework”
- Exit Slip: Key players and purpose of the Yalta conference

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<thead>
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<th>TSW:</th>
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</table>
| Critique the actions that Western European leaders took to integrate their economies (DOK 3).  
Cite evidence for why the Western German economy experienced tremendous growth after the war (DOK 3).  
Pass out Cold War Propaganda Video Project Rubric  
Volkswagen video, article, and reading questions  
Western European Economies Homework  
Exit Slip: How did Western European nations try to integrate their economies?  
**Cold War in Postwar Years Test**  
TSW: Identify kinds of domestic problems American presidents faced after WWII (DOK 1).  
Summarize how the Cold War affected the Civil Rights Movement in the United States (DOK 2).  
Pass out Cold War Essay rubric  
MLK video clip  
Great Society Reading Packet  
Nixon on Civil Rights video clip  
Exit Slip: Name one domestic issue that the United States faced during the Cold War years. | Truman Doctrine was created by Harry Truman to help stop the spread of communism across the globe (true); The policy of “restriction” was what the Truman Doctrine promoted to prevent the spread of communism (false); The Marshall Plan provided aid, in many different forms, to countries who asked the U.S. to help them fight the influences of communism in their country (true).  
and Warsaw Pact alliance members | Summarize the Americans’ fear of communism during the Cold War years (DOK 2).  
Analyze “McCarthyism” during the Cold War (DOK 4).  
You might be a communist if video  
McCarthyism political cartoons  
Cartoon analysis worksheet  
Exit Slip: Summarize Americans’ fear of communism during the Cold War  
**Cold War Essay**  
MLK video clip  
Great Society Reading Packet  
Nixon on Civil Rights video clip  
Exit Slip: Name at least one reason that Americans feared a nuclear fallout during the Cold War. | Analyze the causes and effects of the Cuban Missile Crisis (DOK 3).  
Identify why people feared a nuclear war during the Cold War years (DOK 1).  
“Blackout” set  
Duck and cover video  
Nuclear arms race and fear & Living in fear during Cold War articles  
Cuban Missile crisis/scariest speech ever given video  
Cuban missile crisis cause and effect worksheet  
Exit Slip: Name at least one reason that Americans’ feared a nuclear fallout during the Cold War. |
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<tbody>
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<td>Cold War Essay due</td>
<td>Cold War in the Modern Era Test</td>
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<tr>
<td>Fortunate Son video clip</td>
<td>Vietnam War “conversation” activity</td>
<td>Cold War Propaganda Video Projects due</td>
</tr>
<tr>
<td>Exit Slip: Define “Vietnamization.”</td>
<td>Exit Slip: One way propaganda affected the Cold War.</td>
<td>Project Presentations</td>
</tr>
</tbody>
</table>
Day 1:
Daily Lesson Plan

Day: (Day 1)

Objectives:

- TSW:
  - Identify the major consequences of World War II (DOK 1).
  - Name the basic provisions of the postwar settlement in Europe (DOK 1).
  - Name the key players and purpose of the Yalta Conference (DOK 1).
  - Summarize the effects of the Potsdam Conference (DOK 2).
  - State what the Nuremberg trials were (DOK 1), and summarize the purpose of them (DOK 2).

Materials:
- Video- [Link](https://www.youtube.com/watch?v=zR3b6x9iqDc)
- PowerPoint- “Post-War Europe and the Beginning of the Cold War”
- Projector and screen.
- “Nuremberg Charges” Handout
- “Outcome of the International Military Tribunal” Handout
- “Nuremberg Trials” Homework Sheet
- Students’ “World History” binders to take notes in
- Notebook paper and pencils
- Textbook

Opening (Set): 5 minutes

- *We are finally beginning a new unit- The Cold War! Today, we will look into the major consequences of WWII and name the basic provisions of the postwar settlement across Europe. We will also summarize the Nuremberg trials, and look at the effects of the Potsdam Conference. Let’s begin!*
- *We finished our last unit with the end of WWII.*
  - *Which side won the war, again?*
    - The Allies!
  - *When the War was over, everything in the world was perfect, right? Everyone was happy and the world was full of rainbows and butterflies, correct?*
  - *Actually, this scenario is far from the truth. Although the Allies celebrated their win back at home, some serious questions loomed about the future of Europe and other regions of the world, as well.*
- *Quickly and quietly, take out one sheet of paper and something to write with.*
- *As we watch this short video about VJ (Victory over Japan) Day in New York, listen to the tone of the narrator’s voice and pay attention to the concerns he shares regarding the next steps to take now that the war is over.*
  - *While you watch the film, write down two questions you have regarding how the world will move on past WWII.*
    - Possible questions: 1. Will the Germans be punished? 2. How can we prevent something like WWII from happening again?
- Play video: [Link](https://www.youtube.com/watch?v=zR3b6x9iqDc)
- After the video, call on two students to share the questions they wrote down.
  - *Following the students’ responses:*
Those are great questions that you all have proposed! The unit we are beginning today addresses many of the questions that you all have asked. As we start examining the effects of WWII, we will see how the consequences of it set the stage for the new conflict we are now studying: The Cold War.

Learning Tasks (Procedures): 40 minutes
A. Pull up “Post-War Europe and the Beginning of the Cold War” PowerPoint.
B. Begin PowerPoint and advise students to take notes on the slides in their “World History” binder. Slide 1= Title slide- Post-War Europe and the Beginning of the Cold War
a. Slide 2: World War II changed many things once it was finally over. Historians have decided that World War II had 7 major consequences that affected the next stage of World History. Each of these 7 consequences had a monumental impact on countries across the globe.
   i. The first consequence was the end of the European Age. Following WWII, Europe no longer was seen as the dominant and most important continent on the planet. A huge power shift occurred following the War.
   ii. That being said- the second consequence was the rise of the U.S. as a world superpower. Because of the strong show of force the U.S. demonstrated throughout the war, other nations began to recognize the U.S. as the leading world power instead of Europe.
   iii. The third consequence was the Expansion of Soviet Union. This expansion gave way to its dramatic rise in power, which allowed it to have a big impact on the outcome of post-war agreements.
   iv. The fourth consequence is that WWII brought about the emergence of the Cold War- the topic we are about to begin studying!
   v. The fifth consequence was the beginning of the Nuclear Age; the sixth consequence was the rise of nationalism and independence movements in Asia and Africa; the seventh consequence was renewed efforts to secure lasting peace through international organizations.

b. Slide 3: Immediate Consequences of WWII were much more specific:
   i. First, Germany was totally defeated, and the Nazi regime was brought down. Its leaders were tried for crimes against humanity at Nuremberg, the former site of Nazi propaganda triumphs. Hitler escaped trial and execution by committing suicide in his Berlin bunker at the end of the war. German cities were in ruins from a massive bombing campaign.
   ii. Germany was divided into 4 zones of occupation by the victorious powers, pending a more permanent political settlement.
      1. How do you think the zones of occupation were received among the German people? Were they happy about it? Mad? Would you have been upset if your country had been taken over by other powers?
   iii. Japan also was in ruins from extensive bombing. Prominent military leaders were tried and convicted of war crimes, but the emperor was allowed to retain his position.
      1. What type of bomb had virtually wiped out Japan, again?
a. Atomic bomb

iv. Japan was temporarily placed under U.S. military rule.
   1. Which U.S. officer is famous for ruling in Japan after WWII?
      a. Douglas MacArthur

v. England was devastated by the war, having experienced extensive bombing during the 1940 blitz by the Germans. The economy depended for recovery upon aid from the United States. England rapidly phased out most of its remaining imperial holdings in the years immediately following the war.

c. Slide 4: Yalta Conference
   i. The Yalta Conference took place in February 1945 in Yalta near Crimea.
   ii. The purpose of the Conference was to discuss Europe’s Post-War Reorganization.
      1. How did the Conference decide who got which areas?
   iii. Allied powers that met at the Yalta Conference included the United States, the United Kingdom, and the Soviet Union
      1. Who was the President of the U.S. at the time?
         a. FDR
      2. Who was the Prime Minister of the UK?
         a. Winston Churchill
      3. Who was the leader of the USSR?
         a. Joseph Stalin
   iv. Each leader came to Yalta with an agenda. Roosevelt desired Soviet military support against Japan following the defeat of Germany and Soviet participation in the United Nations, while Churchill was focused on securing free elections for Soviet-liberated countries in Eastern Europe. Counter to Churchill's desire, Stalin sought to build a Soviet sphere of influence in Eastern Europe to protect against future threats. In addition to these long-term issues, the three powers also needed to develop a plan for governing postwar Germany.
   v. Ultimate results of the Yalta Conference, however, were the division of Europe and the city of Berlin after the war.

d. Slide 5: Basic Provisions of Post-War Settlement in Europe
   i. How exactly was Europe divided up?
      1. Germany and Austria were divided into zones of military occupation and controlled by Allied Powers
      2. Stalin promised free elections for Soviet satellite states
      3. The Soviet Union kept Polish and Baltic territories but agreed to compensate Poland for its loss of territory.
      4. Former Axis powers were demilitarized and their war industries were dismantled.
      5. The Soviet Union demanded and received war reparations from Germany, mostly in the form of industrial equipment
      6. Allied powers set about trying to achieve economic revival in Germany and the rest of Europe.
   ii. What countries occupied the zones in Europe?
e. Slide 6: Potsdam Conference
   i. The Big Three—Soviet leader Joseph Stalin, British Prime Minister Winston Churchill (replaced on July 26 by Prime Minister Clement Attlee), and U.S. President Harry Truman—met in Potsdam, Germany, from July 17 to August 2, 1945, to negotiate terms for the end of World War II. After the Yalta Conference of February 1945, Stalin, Churchill, and U.S. President Franklin D. Roosevelt had agreed to meet following the surrender of Germany to determine the postwar borders in Europe. Germany surrendered on May 8, 1945, and the Allied leaders agreed to meet over the summer at Potsdam to continue the discussions that had begun at Yalta. Although the Allies remained committed to fighting a joint war in the Pacific, the lack of a common enemy in Europe led to difficulties reaching consensus concerning postwar reconstruction on the European continent.
   ii. What was the purpose of the Potsdam Conference?
   iii. Group activity: divide Students into 3 groups, each group representing a major power present at the Potsdam Conference (U.S., U.K., and USSR)
       1. Instruct each group to elect one “leader” to be either Stalin, Churchill, or Roosevelt within their group.
       2. Students will have 5 minutes to come up with an answer to the question the members at the Potsdam Conference faced: What do we do with Germany now?
       3. After 5 minutes is up, have each “leader” from the group present their proposition on how to deal with Germany to the class.
       4. Students will return to their own desks after the quick presentations.

f. Slide 7: Nuremberg Trials and Denazification
   i. What happened to all of the Nazi soldiers and leaders once the war was over?
      1. The ones that were still alive were put to trial.
   ii. Nuremberg Trials—
      1. The Nuremberg Trials were a series of military tribunals, held by the Allied forces after World War II, most notable for the prosecution of prominent members of the political, military, and economic leadership of Nazi Germany. The trials were held in the city of Nuremberg.
   iii. Denazification
      1. Allied policy that included the removal of Nazis from positions of authority in government, industry, and education.

g. Pass out “Nuremberg Charges” handout, the “Outcome of the International Military Tribunal” handout, and “Nuremberg Trial” homework sheet to each student.
   i. Advise students that for homework they are to choose one person from the “Outcome of the International Military Tribunal” handout.
ii. Students will research the Nuremberg Trial held for that specific person they chose using the Internet and the “Nuremberg Charges” handout to see which category their crime fell into.

iii. Students will answer the questions on the Homework sheet.

iv. Students will turn in completed homework sheet at the beginning of class tomorrow.

Closure: 5 minutes

- So today we learned about the effects that WWII had on the beginning of the Cold War. Who can name one immediate consequence of WWII? Any others? What were the basic provisions of the postwar settlement in Europe? Great answers!
- Before you leave today, everyone needs to write down the three key players and the purpose of the Yalta Conference as an Exit Slip. (INFORMAL CHECK)
- Be sure to remember to complete your “Nuremburg Trials” Homework Sheet and have it ready to turn in at the beginning of class tomorrow. Tomorrow we will begin talking about the Winston Churchill’s “Iron Curtain Speech!” Have a great day! See you all tomorrow!

Differentiated Instruction:

- **Enrichment:** During the set, advanced students will be instructed to include 2 predictions using previous knowledge from past chapters as supporting evidence instead of 2 questions regarding the next steps the world will take following World War II. Students will share their predictions with the class.

- **Intervention:** Students in need of intervention will be placed in groups with advanced learners for the “Potsdam Conference” activity during class. Teacher will assist these students along with peers in the designated groups.

- **Accommodation:** Students in need of accommodation will have extended time to turn in the “Nuremburg Trials” Homework Sheet; the homework for these students may be submitted in oral form, hand-written, or typed- whichever way the student can produce easiest.

Sources:
http://theworldwar2.webs.com/consequencesofww2.htm
http://en.wikipedia.org/wiki/Nuremberg_Trials
https://history.state.gov/milestones/1937-1945/potsdam-conf
https://www.trumanlibrary.org/educ/blevins.htm
The following acts, or any of them, are crimes coming within the jurisdiction of the Tribunal for which there shall be individual responsibility:

(a) **CRIMES AGAINST PEACE:** namely, planning, preparation, initiation or waging of a war of aggression, or a war in violation of international treaties, agreements or assurances, or participation in a common plan or conspiracy for the accomplishment of any of the foregoing;

(b) **WAR CRIMES:** namely, violations of the laws or customs of war. Such violations shall include, but not be limited to, murder, ill-treatment or deportation to slave labor or for any other purpose of civilian population of or in occupied territory, murder or ill-treatment of prisoners of war or persons on the seas, killing of hostages, plunder of public or private property, wanton destruction of cities, towns or villages, or devastation not justified by military necessity;

(c) **CRIMES AGAINST HUMANITY:** namely, murder, extermination, enslavement, deportation, and other inhumane acts committed against any civilian population, before or during the war; or persecutions on political, racial or religious grounds in execution of or in connection with any crime within the jurisdiction of the Tribunal, whether or not in violation of the domestic law of the country where perpetrated.

Leaders, organizers, instigators and accomplices participating in the formulation or execution of a common plan or conspiracy to commit any of the foregoing crimes are responsible for all acts performed by any persons in execution of such plan.
Nuremberg Trial Homework Sheet

A. Which former Nazi did you choose to research?

B. What were the crimes held against this person? Which category from the “Nuremberg Charges” handout does this person fall into?

C. What was the punishment for this particular person?

D. In paragraph form, summarize the purpose of the Nuremberg Trials.
Post-War Europe and the Beginning of the Cold War

Miss Griffin’s World History Class

Immediate Consequences of WWII

- Germany and the Nazi regime are totally defeated.
- Germany was divided into 4 zones
- Japan was in ruins and temporarily placed under U.S. military rule.
- England was devastated from extensive bombing during the war.

7 Major Consequences of WWII

- End of the European Age
- Rise of the U.S. as world superpower
- Expansion of Soviet Union and its rise to power
- Emergence of the Cold War
- Beginning of the Nuclear Age
- Rise of nationalism and independence movements in Asia and Africa
- Renewed efforts to secure lasting peace through international organizations.

Yalta Conference

- February 1945 in Yalta near Crimea
- Purpose of Conference- Discuss Europe’s Post-War Reorganization
- Who?
  - U.S. (Franklin D. Roosevelt), United Kingdom (Winston Churchill), and Soviet Union (Joseph Stalin)

Basic Provisions of Post-War Settlement in Europe

Nuremberg Trials and Denazification

Potsdam Conference—July 1945
Day 2
Day: (Day 2)

Objectives:
- TSW:
  - Cite evidence regarding the origins of the Cold War (DOK 3).
  - Recall that the Cold War was more of a battle of political ideologies rather than an extended period of wars and fighting (DOK 1).
  - Analyze Winston Churchill’s “Iron Curtain” speech (DOK 4).

Materials:
- Video: https://www.youtube.com/watch?v=S2PUIQpAEAQ
- Winston Churchill’s “Iron Curtain” Speech/Guided Reading Worksheet
- Timer
- Projector and screen
- Textbook- page 757 specifically
- Paper and pencils

Opening (Set): 5 minutes
- Good afternoon! Please make sure that you have turned your homework into the “Homework Bin” before we begin class. Thank you!
- Who can tell me the name of the Prime Minister of Britain that we mentioned in yesterday’s class?
  - Sir Winston Churchill
- In 1946, Sir Winston Churchill visited Westminster College in Fulton, Missouri. His address to an audience of students, faculty, and their distinguished guest, President Harry Truman, became one of the most memorable speeches of his career. The recent takeovers by Soviet-backed communist regimes in Eastern Europe deeply disturbed the Western nations. As I play this video about Churchill’s famous speech, pay attention to the sense of uncertainty that darkened post-war Europe- and the entire world.
- Play video: https://www.youtube.com/watch?v=S2PUIQpAEAQ (3:10)
- Could you feel the tensions that surrounded Western nations following World War II in that clip?
- Today, we are going to analyze this particular Winston Churchill speech, as well as, cite evidence regarding the origins of the Cold War. At the end of class today, you will be able to recall that the Cold War was more of a battle of political ideologies rather than an extended period of wars and fighting. Here we go!

Learning Tasks (Procedures): 40 minutes
- Pass out a copy of Winston Churchill’s “’Iron Curtain’ Guided Reading” Worksheet to each student.
  - Students, what type of source is this speech by Winston Churchill?
    - Primary source
  - What is a primary source again?
    - A primary source is a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event.
• Select three students to read the three sections of the speech out loud in front of the class. Direct students to the podium to read the passage as if they were presenting the speech like Churchill had. Student 1 will read the first paragraph, Student 2 will read the second paragraph, and Student 3 will read the third paragraph.

• Advise the entire class to follow the “Symbols used in Reading to Understand” Key to annotate the reading as their classmates read out loud.
  - Check mark: I knew that.
  - X: I didn’t expect that.
  - Star: This is important.
  - ?= I have a question.
  - ??= I am confused or puzzled.
  - != This reminds me of something.

• Encourage students to make notes for each symbol they use in the space provided (margins) on the worksheet.

• Student 1 reads first paragraph.
  - “From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia, all these famous cities and the populations around them lie in what I must call the Soviet sphere, and all are subject in one form or another, not only to Soviet influence but to a very high and, in many cases, increasing measure of control from Moscow. Athens alone – Greece with its immortal glories – is free to decide its future at an election under British, American and French observation. The Russian-dominated Polish Government has been encouraged to make enormous and wrongful inroads upon Germany, and mass expulsions of millions of Germans on a scale grievous and undreamed-of are now taking place. The Communist parties, which were very small in all these Eastern States of Europe, have been raised to pre-eminence and power far beyond their numbers and are seeking everywhere to obtain totalitarian control. Police governments are prevailing in nearly every case, and so far, except in Czechoslovakia, there is no true democracy…”

• Questions to ask after Student 1 reads the first paragraph:
  - Is Churchill talking about a “real” iron curtain?
  - What does the “iron curtain” really represent?

• Student 2 reads second paragraph:
  - “If now the Soviet Government tries, by separate action, to build up a pro-Communist Germany in their areas, this will cause new serious difficulties in the British and American zones, and will give the defeated Germans the power of putting themselves up to auction between the Soviets and the Western Democracies. Whatever conclusions may be drawn from these facts - and facts they are - this is certainly not the Liberated Europe we fought to build up. Nor is it one which contains the essentials of permanent peace…”

• Questions to ask after Student 2 reads the second paragraph:
  - What will ruin the essentials of “permanent peace” according to Churchill?

• Student 3 reads the third paragraph:
“From what I have seen of our Russian friends and Allies during the war, I am convinced that there is nothing they admire so much as strength, and there is nothing for which they have less respect than for weakness, especially military weakness. For that reason the old doctrine of a balance of power is unsound. We cannot afford, if we can help it, to work on narrow margins, offering temptations to a trial of strength. If the Western Democracies stand together in strict adherence to the principles of the United Nations Charter, their influence for furthering those principles will be immense and no one is likely to molest them. If however they become divided or falter in their duty and if these all-important years are allowed to slip away then indeed catastrophe may overwhelm us all... “

- Questions to ask after Student 3 reads the third paragraph:
  - What does Churchill think will happen if there is division among the Western Nations?

- Put students into pairs- making sure advanced readers are with students that need intervention assistance.

- Students will analyze the speech in groups of two by answering the nine questions listed on the handout. If needed, students are permitted to use their textbook for additional support.
  - This activity will be timed (25 minutes).
  - The teacher will set a timer on the computer, which will be projected on the board so students may pace themselves appropriately.

- Instruct students to include specific evidence from the text to support their answers and remind them that this will be collected and graded individually.
  - Questions on the handout:
    - What was the main idea of the speech?
    - How does Churchill characterize the Russians?
    - How does he characterize Soviet led or Soviet sphere governments in Eastern Europe?
    - What does Churchill mean when he says, it “will give the defeated Germans the power of putting themselves up to auction between the Soviets and Western Democracies?”
    - What does Churchill suggest that our policy needs to be? Why does he suggest this should be our policy?
    - Aside from Churchill’s argument in the speech, why else might he believe this to be a necessary course of action?
    - In the first line, Churchill mentions an “iron curtain.” Think about the words “iron” and “curtain.” What does this combination of words suggest?
    - What does Churchill suggest the “iron curtain” divides?
    - Given what you know about the USSR under Stalin, do you agree with Churchill’s assessment and his recommended plan of action? Why or why not?

- The teacher will monitor student progress throughout the activity.
  - The teacher will provide special facilitation to students in need of intervention while they complete the worksheet.

- After the allotted 25 minutes is up, students will pass the worksheets to the front of the classroom.
The teacher will collect the worksheets for a grade.
Advise students to quickly and quietly return to their original desks.
Now that we have analyzed Winston’s Churchill’s “Iron Curtain” Speech, let’s delve a little deeper into the origins of the Cold War.
From the speech, what was one of the biggest reasons that the Cold War began?
  Many possible answers- one to look for in particular: FEAR
With the Red Army occupying all of Eastern and part of Central Europe at the war’s end, and the United States in sole possession of the atomic bomb, each side increasingly came to fear the other. Although the struggle between democracy and communism occasionally led to bloody local wars, for the most part the Cold War was a war of ideas and differing worldviews waged by the two great superpowers, as they came to be called. Political and economic means were used instead of weapons, partly because the development of atomic bombs and later nuclear weapons that could destroy the world made another world war unthinkable.
Using your textbook, cite two immediate examples of early Cold War problems. Refer to page 757 for help. Once you locate two examples, provide a brief explanation of the situations.
  Answers from page 757: Disagreement over Poland and Soviet Expansion
This activity will be your exit slip for the day.

Closure: 5 minutes
Before you leave today, let’s quickly review what we covered in our lesson today.
Who gave the “Iron Curtain” Speech in Fulton, Missouri? What was the main idea of the speech? What exactly was the “iron curtain” Winston noted?
Was the Cold War an actual war? Or was it a battle of political ideologies? What were two things that sparked the Cold War?
Tomorrow, we will begin to explore the Truman Doctrine and the Marshall Plan.
Remember, before you leave you must turn in your exit slip with the two examples of the origins of the Cold War (INFORMAL CHECK)
Have a great rest of the day! See you tomorrow!

Differentiated Instruction:
Enrichment: Gifted students will be challenged to analyze the speech without the assistance of the guided reading questions from the worksheets. These students must make inferences without questions that other students receive.
Intervention: Students in need of intervention will be placed with non-intervention students while analyzing the “Iron Curtain” speech. The teacher will assist and support these students throughout the completion of the activity where needed.
Accommodation: Students in need of accommodation will only be held accountable for the personal annotation of the speech. Instead of answering the nine questions on the worksheet, these students will provide their thoughts about the text using the symbols (stars, question marks, etc.) in the margins.

Sources:
https://www.princeton.edu/~refdesk/primary2.html
Nine months after Sir Winston Churchill failed to be reelected as Britain's Prime Minister, Churchill traveled by train with President Harry Truman to make a speech. On March 5, 1946, at the request of Westminster College in the small Missouri town of Fulton (population of 7,000), Churchill gave his now famous "Iron Curtain" speech to a crowd of 40,000.

From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia, all these famous cities and the populations around them lie in what I must call the Soviet sphere, and all are subject in one form or another, not only to Soviet influence but to a very high and, in many cases, increasing measure of control from Moscow. Athens alone - Greece with its immortal glories - is free to decide its future at an election under British, American and French observation. The Russian-dominated Polish Government has been encouraged to make enormous and wrongful inroads upon Germany, and mass expulsions of millions of Germans on a scale grievous and undreamed-of are now taking place. The Communist parties, which were very small in all these Eastern States of Europe, have been raised to pre-eminence and power far beyond their numbers and are seeking everywhere to obtain totalitarian control. Police governments are prevailing in nearly every case, and so far, except in Czechoslovakia, there is no true democracy...

If now the Soviet Government tries, by separate action, to build up a pro-Communist Germany in their areas, this will cause new serious difficulties in the British and American zones, and will give the defeated Germans the power of putting themselves up to auction between the Soviets and the Western Democracies. Whatever conclusions may be drawn from these facts - and facts they are - this is certainly not the Liberated Europe we fought to build up. Nor is it one which contains the essentials of permanent peace...

From what I have seen of our Russian friends and Allies during the war, I am convinced that there is nothing they admire so much as strength, and there is nothing for which they have less respect than for weakness, especially military weakness. For that reason the old doctrine of a balance of power is unsound. We cannot afford, if we can help it, to work on narrow margins, offering temptations to a trial of strength. If the Western Democracies stand together in strict adherence to the principles of the United Nations Charter, their influence for furthering those principles will be immense and no one is likely to molest them. If however they become divided or falter in their duty and if these all-important years are allowed to slip away then indeed catastrophe may overwhelm us all...

pre-eminence = heights, superiority
prevailing = dominating
margins = limits
molest = bother
Questions: Please answer the following questions using specific evidence from the text.

1. What is the Main Idea of the speech?

2. How does Churchill characterize the Russians?

3. How does he characterize Soviet led or Soviet sphere governments in Eastern Europe?

4. What does Churchill mean when he says, it “will give the defeated Germans the power of putting themselves up to auction between the Soviets and the Western Democracies”?

5. What does Churchill suggest that our policy needs to be? WHY does he suggest this should be our policy?
6. Aside from Churchill’s argument IN the speech, why else might he believe this to be a necessary course of action? (Hint: What do you know about Churchill? Who is he? What has he experienced that has led him to this point of view?)

7. In the first line, Churchill mentions an “iron curtain”. Think about the words “iron” and “curtain”. What does this combination of words suggest?

8. What does Churchill suggest the “iron curtain” divides?

9. Given what you know about the USSR under Stalin, do you agree with Churchill’s assessment and his recommended plan of action? Why or why not? (Please justify your answer with specific evidence… )
1. What is the Main Idea of the speech?

Clearly, this speech is issuing something of a warning... a warning of Soviet aggression, and a warning of what Churchill sees as the only recourse left to the West (ie. to hang TOGETHER, and to be strong)!

2. How does Churchill characterize the Russians?

As bullies! He speaks specifically about how they have taken over “the capitals of the ancient states of Central and Eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia”. He also speaks about how “the Communist parties, which were very small in all these Eastern States of Europe, have been raised to pre-eminence and power far beyond their numbers and are seeking everywhere to obtain totalitarian control”, suggesting Russian support. Also, Churchill suggests “there is nothing they (the Soviets) admire so much as strength, and there is nothing for which they have less respect than for weakness, especially military weakness.” That is practically the definition of a Bully.

3. How does he characterize Soviet led or Soviet sphere governments in Eastern Europe?

He characterizes them as governments looking “to obtain totalitarian control... Police governments are prevailing in nearly every case”.

4. What does Churchill mean when he says, it “will give the defeated Germans the power of putting themselves up to auction between the Soviets and the Western Democracies”?

He suggests that the Germans can auction themselves off to the highest bidder. Germany needed money to re-build... Churchill suggests that the Germans would literally “sell” themselves to whichever side would give them more aid.

5. What does Churchill suggest that our policy needs to be? WHY does he suggest this should be our policy?

He suggests we need to depart from previous models of “Balance of Power”... we can’t think that a few alliances will dissuade the Russians... moreover, he alludes to the fact that the Russians won’t play by the conventional rules. The only thing the Russians understand is “strength, and there is nothing for which they have less respect than for weakness, especially military weakness”. THUS, “We cannot afford, if we can help it, to offer temptations to a trial of strength...” “If (we) the Western Democracies stand together in strict adherence to the principles of the United Nations Charter, their (our) influence for furthering those principles will be immense and no one is likely to molest them (us).”

BUT, “If however they (we) become divided or falter in their duty and if these all-important years are allowed to slip away then indeed catastrophe may overwhelm us all...”

In other words, if we don’t hang together, we shall surely hang separately! And the Soviets will use their unity to take over more and more areas.
6. Aside from Churchill’s argument IN the speech, why else might he believe this to be a necessary course of action? (Hint: What do you know about Churchill? Who is he? What has he experienced that has led him to this point of view?)

Churchill was Prime Minister of Britain during World War II, and at the forefront of British politics prior to that. He was aware of the failures of the “appeasement” policy with Hitler, and he sees the Soviets as the new aggressive threat to European freedom and independence. Thus, he might suggest a policy opposite of appeasement.

7. In the first line, Churchill mentions an “iron curtain”. Think about the words “iron” and “curtain”. What does this combination of words suggest?

“Curtain” suggests a divide (my shower curtain separates my shower from the rest of my bathroom), and “Iron” suggests something hard and permanent and impenetrable. Thus an IRON CURtain suggests a permanent divide between eastern and western Europe.

8. What does Churchill suggest the “iron curtain” divides?

Eastern and Western Europe. (Churchill specifically references all the capitals of EASTERN Europe… “Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia” and then suggests a divide between “Western Democracies”.)

9. Given what you know about the USSR under Stalin, do you agree with Churchill’s assessment and his recommended plan of action? Why or why not? (Please justify your answer with specific evidence… )

Answers may vary, but should give a resounding “YES!” I’m as objective as the next person, but Stalin established a Totalitarian State in the USSR with a brutal secret police. He demanded complete obedience and allowed NO individual freedoms (aside from those which coincided with his objectives). He (knowingly) allowed millions of Ukrainian peasants to starve to death… (and I feel I am being generous by using the word “allowed”!!!) I think Churchill’s alarm had some merit. Hopefully students will be able to provide historical evidence for Churchill’s concern!
Day 3
Daily Lesson Plan

Day: (Day 3)

Objectives:
- TSW:
  - Define and state the purpose of the Truman Doctrine (DOK 1).
  - Analyze the basic tenets of the Truman Doctrine (DOK 4).
  - Summarize the idea of “containment” (DOK 2).
  - Summarize the basic features of the Marshall Plan (DOK 2).
  - Compare and Contrast the Truman Doctrine and the Marshall Plan (DOK 2).

Materials:
- 24 slips of paper (1 with an “x,” 24 with “o’s”)
- Truman Doctrine Political Cartoon
- Marshall Plan Political Cartoon
- Projector and screen
- Truman Doctrine vs. Marshall Plan Homework Sheet
- Textbook
- Paper and pencils

Opening (Set): 8-10 minutes
- As students enter the classroom, give each one a slip of paper with either an “x” or an “o” on it.
  - Only one student will receive the piece of paper with the “x” on it. The remaining 24 students will receive a piece of paper with an “o” on it.
- Instruct students not to look at the slips of paper they have received.
- Students will hold on to the paper throughout the entire set.
- Students will be instructed to walk around the classroom and shake hands with 3 different students, writing down the names of the students they shake hands with each time.
- After each student has shaken hands with 3 different peers, they will return to their seats quietly.
- The teacher will tell the students to look at the pieces of paper they were given as they walked into the classroom, reminding them to remain quiet.
- The teacher will ask that the student that had the “x” on it come to the front of the classroom.
  - Because this student received the paper with an “x,” he/she was infected with a terrible and highly contagious disease. Although this person did not know he/she was infected, the disease spread to anyone that this person shook hands with. If you should hands with this person, please stand up.
    - 3 students should stand up.
  - With the 3 new people standing, ask for those who shook each of their hands to stand, as well, because they were infected too.
  - Continue to do this until mostly everyone in the classroom is standing- or rather “infected.”
- Students will return to their desks after the activity.
- Isn’t crazy how fast something can spread even if it only affected one person to begin with? Does anyone have a suggestion on how this problem could have been prevented?
What if we had contained the first few people that were affected with the disease? We could’ve protected the rest of the class from catching the disease, right?

• Although we used an infectious disease for this example today, this was exactly what the Americans tried to do to prevent the spread of communism during the early Cold War years. Because they knew that ideas and spheres of influence could spread very quickly, President Truman and others promoted a policy of “containment” to keep communism from expanding across the globe.

• Today, we will summarize the idea of “containment,” and look into the definition and purpose of the Truman Doctrine, as well. We will also summarize the Marshall Plan and compare and contrast it with the Truman Doctrine. Let’s go!

Learning Tasks (Procedures): 30-35 minutes

• By 1946, Greece and Czechoslovakia were the only countries in Eastern Europe that weren’t Communist. Even in Greece, the government, which was being supported by British soldiers, was having to fight a civil war against the Communists. In February 1947, the British told Truman they could no longer afford to keep their soldiers in Greece. President Truman stepped in. The USA paid for the British soldiers in Greece. Truman noted that Turkey too was in danger from Soviet aggression, so Congress voted to give aid to Turkey as well. Part of the money was given in economic and humanitarian aid, but most was spent on military supplies and weapons.

• Display Truman Doctrine Political Cartoon (Primary Source) on overhead projector.
  o Let’s take a look at a political cartoon about the Truman Doctrine.
  o Ask students to raise their hands and share things they notice in the cartoon.

  o Who are the people shown in this image?
    ▪ Uncle Sam on left and communists dressed as Greeks on right.
  o Does this cartoon display Americans in a positive light?
  o How does this image reflect the Truman Doctrine?
  o What exactly did the Truman Doctrine say?
    ▪ The purpose of the Truman Doctrine was to provide help to countries threatened by communism and to support free peoples resisting attempted
subjugation by armed minorities or outside forces. Truman Doctrine = March 1947

- **What was the idea of “containment”**
  - The policy of containment aimed at restricting the spread of communism across the globe.

- **So, with that information, what can you infer about this political cartoon now?**

- **Ask students to write down their thoughts about this cartoon and how it relates to the Truman Doctrine.**

- **Call on a few students to share their thoughts after they have written down their ideas.**

- **Following the shared ideas from students:**
  - Those were great observations regarding this cartoon. Many of you were right in saying that this cartoon was not portraying the Americans in a positive light. In fact, this cartoon was created by a Russian journalist. This cartoon - published in Russia - shows Uncle Sam (symbolizing America) chasing out the Communists from Greece. The $ sign on his gun reminds the reader that America poured million of dollars into Greece in military aid. The Communists are on the run, but note that they are dressed as Greeks - the cartoonist is stressing that the Americans are STOPPING the Greeks getting the (Communist) government they wanted, and instead imposing their own military-dominated imperialism.

- **The Truman Doctrine wasn’t only applied in Greece. The Truman Doctrine obliged the United States to use its money, materials, technical knowledge, and influence to help ALL countries threatened by a communist takeover if they asked for help. Containment was the easiest way United States could restrict the spread of communism wherever it became a problem.**
  - Do you think the USSR saw the Truman Doctrine as a threat? Do you think that this policy upset those trying to keep communism alive?

- **Let’s move on to another very important plan devised by the United States.**

- **Soon after the Truman Doctrine promised to ‘support free peoples’ (March 1947), General George Marshall went to Europe. He was shocked by what he saw. Europe was ruined and – after the coldest winter in record – starving. Marshall told Truman that all Europe would turn Communist unless the US helped.**
  - What was America to do? Should the United States have stepped in to help Europe? How could the United States help European countries that were struggling to recover after the war?

- **Marshall Aid took the form of fuel, raw materials, goods, loans and food, machinery and advisers. It jump-started rapid European economic growth, and stopped the spread of Communism.**
  - The plan became known as the Marshall Plan.

- **Let’s take a look at another political cartoon to understand the Marshall Plan better.**

- **Display “Marshall Plan Political Cartoon” using the overhead projector.**
The title of this cartoon is “Can He Block It?”

Students, tell me some things that you see in this cartoon.

Who is the man in the cartoon?
- Stalin

What is he “blocking?”
- Communist countries from receiving aid given by the Marshall Plan

Does this favor the West or the USSR?

From what we just said about what General George Marshall wanted the U.S. to do, what do you think this picture is trying to say?
- Write down your thoughts about this cartoon and the Marshall Plan on the paper where you wrote your inferences about the Truman Doctrine.

Call on two students to share the thoughts they wrote down about this cartoon and how it pertains to the Marshall Plan.

Those are great observations about this cartoon. What type of source is this picture again?
- Primary

This cartoon was a reaction to the news that Stalin had forbidden eastern bloc countries to apply for Marshall Aid (instead they were expected to join a political alliance called Cominform). Many people in the West regarded the Marshall Plan as Europe’s only hope for recovery. The message of the cartoon is that Stalin is trying to stop the west recovering economically.
- How do you think that people reacted to the Marshall Aid?
- Why do you think Stalin was so adamant about stopping the west from recovering economically? Don’t you think he would want them to be able to rebuild after the devastation from World War II?

Tonight, you are going to explore the Truman Doctrine and the Marshall Plan more deeply.
Pass out “Truman Doctrine vs. Marshall Plan” Homework Sheet (2 sheets; attached) to each student.

Students, this worksheet is to be completed tonight for homework. You may use your textbook for references. This will be due at the beginning of class tomorrow.

Closure: 5 minutes

So today, we learned about two very important doctrines created by the United States: The Truman Doctrine and the Marshall Plan.

Ask all students to stand up. INFORMAL CHECK:

Before we leave class today, I have a few questions for you to make sure we are clear on the understanding of these two doctrines.

I will read a statement about something we have learned today, and if you believe the statement is true, you will remain standing. If you believe the statement is false, you will sit back down in your seat. Here we go!

Statement #1: The Truman Doctrine was created by President Harry Truman to help stop the spread of communism across the globe.

Answer: TRUE

If any students sit down because they believed the answer was false, proceed as follows:

It’s okay if we missed this. Can someone who remained standing please explain why this statement is correct for those who missed it? Thank you.

Statement #2: The policy of “restriction” was what the Truman Doctrine promoted to prevent the spread of communism.

Answer: FALSE

If any students remain standing because they believed the answer was true, proceed as follows:

This was a tricky question because the word restriction can actually replace the real word I was looking for. I need one student who sat down to name the correct term for this policy of stopping the spread of communism for me.

Answer: Containment

Statement #3: The Marshall Plan provided aid, in many different forms, to countries who asked the United States to help them fight the influences of communism in their country.

Answer: TRUE

If any students sit down because they believed the answer was false, proceed as follows:

This statement is actually correct. Can one student who is still standing explain what the Marshall Plan did for those who missed this question? Thank you.

Tomorrow we will look at the Berlin Wall, the Warsaw Pact, and NATO! Remember to complete your “Truman Doctrine vs. Marshall Plan” Homework sheet tonight. See you tomorrow!

Differentiated Instruction:
- **Enrichment:** Instead of the regular homework sheet, advanced students will create a political cartoon like the one shown in class to display the same understanding that students completing the worksheet will.

- **Intervention:** Students in need of intervention assistance will receive the teacher’s help during the two times that students are instructed to write their observations regarding the purposes of the two political cartoons.

- **Accommodation:** Students in need of accommodation will receive individual copies of both political cartoons displayed on the projector during class. The political cartoon sheets these students receive will include a brief analysis under the pictures for these students to follow along with.

Sources:

http://www.johndclare.net/cold_war8.htm
https://answers.yahoo.com/question/index?qid=20100217152233AAaUx7V
http://www.teacherspayteachers.com/Product/Blank-Venn-Diagram-137397
TRUMAN DOCTRINE VS. MARSHALL PLAN HOMEWORK SHEET

Directions: Answer each of these questions using your textbook (Chapter 28) or the Internet (citations will need to be included) for reference. Write answers in complete sentences.

1. Define and state the purpose of the Truman Doctrine:

   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

2. What were the basic tenets of Truman Doctrine?

   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

3. Analyze the basic tenants you listed above in Question 2. Consider the political, economic, and social impact of the features of the doctrine in your answer.

   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

4. Summarize the idea of “containment.”

   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
5. Summarize the basic features of the Marshall Plan.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

6. Complete the Venn Diagram attached to this sheet to compare and contrast the Truman Doctrine and Marshall Plan.
Directions: Using this Venn Diagram, compare and contrast the Truman Doctrine and the Marshall Plan. You must include at least two features unique to each policy and two features that both policies share.
Truman Doctrine vs. Marshall Plan Homework - Answer Key:

1. The purpose of the Truman Doctrine was to provide help to countries threatened by communism and to support free peoples resisting attempted subjugation by armed minorities or outside forces.

2. President Harry S. Truman established that the United States would provide political, military and economic assistance to all democratic nations under threat from external or internal authoritarian forces. The Truman Doctrine effectively reoriented U.S. foreign policy, away from its usual stance of withdrawal from regional conflicts not directly involving the United States, to one of possible intervention in far away conflicts.

3. Answers will vary according to what students put for #2. Credit will be given to students that address the political, economic, and social consequences of the Truman Doctrine.

4. The policy of restricting the spread of communism wherever possible.

5. The Marshall Plan provided aid to European countries on certain terms. The European countries had to determine their needs and try to remove trade barriers.

6. Answers will vary - Truman: containment started with Greece; Marshall Plan: financial aid, cost over $13 billion; Both- helped stop spread of communism, favored by the west and upset the Soviets.
Truman Doctrine Political Cartoon:

Marshall Plan Political Cartoon
Day 4
Daily Lesson Plan

Day: (Day 4)

Objectives:
- TSW:
  - Summarize the purpose of the Berlin Wall (DOK 2).
  - Identify Cold War Alliances through NATO and the Warsaw Pact (DOK 1).
  - Compare and contrast NATO and the Warsaw Pact (DOK 2).
  - List the functions of both NATO and the Warsaw Pact (DOK 1).

Materials:
- *The Butter Battle Book* by Dr. Seuss
- Video: [https://www.youtube.com/watch?v=QwOfphFsUwM](https://www.youtube.com/watch?v=QwOfphFsUwM)
- Berlin Wall/Time Magazine Image
- NATO and Warsaw Pact Map
- Blue painter’s tape
- Projector and screen
- Textbook
- Cold War Alliances Homework
- Paper and pencils

Opening (Set): 12 minutes
- Good afternoon, class! Please turn in your homework from last night into the “Homework Bin” before class begins. Thank you!
- Today we will look at the purpose of the Berlin Wall and alliances created under NATO and the Warsaw Pact. You will be able to compare and contrast the two agreements and will be able to list the functions of both also. Let’s get started!
- How many of you loved Dr. Seuss growing up? I know I sure did! Today, we are going to start class by reading *The Butter Battle Book* which surprisingly has some undertones related to our class. As I read this story to you, write down brief notes of anything that reminds you of things you already know about the Cold War. We will discuss these after I finish reading.
- Teacher will read *The Butter Battle Book* by Dr. Seuss to the class (PDF ATTACHED).
- After reading the story:
  - Wasn’t that a great book? Although it was written as a children’s book, Dr. Seuss clearly used the Cold War as part of the inspiration for the storyline. What were some things that reminded you of the Cold War?
    - Possible answers:
      - The Wall representing the Berlin Wall
      - Yooks vs. Zooks representing the West vs. the East
      - Big Boy Boomeroo representing the atomic bomb
      - Other examples- propaganda, military influences, domination, technology, competition, power, fear, modernization, etc.
  - Those are all great observations. One thing that always catches my attention in this story is the emphasis put on the wall- something that was very realistic for many people in Berlin during the early Cold War. Let’s explore more about the actual Berlin Wall now.
Learning Tasks (Procedures): 33 minutes

- We will watch this short video on the beginning of the Berlin Wall to get our discussion started.
- Play video: “The Berlin Wall is Built”
  [https://www.youtube.com/watch?v=QwOfphFsUwM](https://www.youtube.com/watch?v=QwOfphFsUwM) (2:34)
- What are some of the things that stuck out to you in this video? Would you want your hometown to be divided by a wall? How would you feel if your family and friends weren’t on the same side of the wall as you were? That’s a scary thought, isn’t it?
- Teacher will display “Berlin Wall/Time Magazine” Image using the overhead projector.

- This was the cover of “Time Magazine” on August 31, 1962.
- What are some of your thoughts about this cover?
- Is this the type of image that pops into your head whenever you hear the phrase “Berlin Wall?”
- Does the wall look like a good thing?
- How does this image make you feel? Scared? Mad?
- Would you want to live behind it?
- Unfortunately this wall was a reality for many people that lived in Berlin during this time in history.

- So, what exactly was the purpose of this wall?
  - The Berlin Wall was constructed in August 1961, long after the Berlin blockade the division of Germany. Tensions between East and West had continued to build, and East Germans had been fleeing to the West through Berlin for years. East Germany was losing its skilled workers and was desperate to stop the flood. Almost overnight, the wall was constructed right through the city, separating friends and family members and sealing the border.
  - Was the purpose of the wall to keep people in or out?
    - In
  - This wall had serious consequences and remained up for the next thirty years until it fell in the 1980’s.

- Today, we are going to “recreate” the Berlin Wall right here in our classroom.
- The teacher will use blue painter’s tape to tape a line on the floor that divides the classroom in half. The left side of the classroom will be the “West” and the right side will be the “East.”
- For the remainder of the class period, you will not be able to communicate with your peers who are on the opposite side of the classroom; this means no eye contact, no note passing, and no talking. Our classroom has now become Berlin.
- Now that we have set the boundaries, let’s continue with our lesson.
- The Berlin Wall was only one example of the ever growing split between the East and the West. Cold War Alliances that began forming following the creation of the Wall reiterated the division between the two ideologies as we are about to discover.
- Students on the “East” side of our classroom, you need to get into groups of two to complete our next activity. Students on the “West” side, this applies to you too.
- The teacher will instruct each pair on the “East” side to use their textbooks to research the Warsaw Pact. Pairs will be told to name who was a part of the Warsaw Pact and why it was established.
- The teacher will instruct each pair on the “West” side to use their textbooks to research the North Atlantic Treaty Organization (NATO). Pairs will be told to name who was a part of NATO and why it was established.
- Students will have 10 minutes to complete this task.
- The teacher will facilitate this activity, focusing on students in need of intervention assistance.
- After the 10 minutes is up, the teacher will choose two pairs from each “side” of the classroom to come up to the podium to present their alliances. The teacher will instruct both “sides” of the classroom to take notes on the answers presented by the students for both NATO and the Warsaw Pact.
  - One pair from the “West” will tell who was a part of NATO.
    - United States, Great Britain, France, Italy, Portugal, Norway, Denmark, Iceland, Canada, Belgium, the Netherlands, and Luxembourg.
  - One pair from the “West” will name why NATO was established.
    - Mutual defense pact; members agreed that if one member nation were attacked, all members would take united action against the aggressor.
  - One pair from the “East” will tell who was a part of the Warsaw Pact.
- Soviet Union, East Germany, Czechoslovakia, Hungary, Romania, Bulgaria, and Albania.
  - One pair from the “East” will name why the Warsaw pact was established.
    - It was a response to NATO; USSR wanted to create a formal, unified alliance of its own since the West did.

- Now that we know about both of these alliances, let’s take a look at a map to help us visualize the split between the East and the West in Europe.
- Teacher will project “NATO and Warsaw Pact Map” using the overhead projector.

- What are some initial things that stick out about this map?
- What color are the countries that are part of the Warsaw Pact?
  - Yellow
- What color are the countries that are a part of NATO?
  - Light orange
- As seen on this map, there is a very distinct division right in the middle of the European continent. What was the phrase that we learned about a few days ago that described the split of Europe?
  - The Iron Curtain
- I need one volunteer to come and show exactly where the “Iron Curtain” is located on this map.

- Do you think that these two alliances caused more tensions between the East and the West? How so?
- For homework tonight, you will continue to understand the impacts of the Berlin Wall and these two alliances.
- The Teacher will pass out the “Cold War Alliances” homework sheet to each student.
- This will be due at the beginning of class tomorrow.

Closure: 5 minutes
Today we learned about the purpose of the Berlin Wall and named the members and function of the two big Cold War Alliances: NATO and the Warsaw Pact.

Who can tell me what role the Berlin Wall played in the Cold War?

Who were the members of NATO? Who were the members of the Warsaw Pact?

Tomorrow, we will learn about the different economic influences of the Cold War.

Before we leave though, I will now “knock down” our classroom’s “Berlin Wall.”

The teacher will pull up the piece of tape that was on the floor.

As your exit slip today, you must name one country in the alliance from your “side” today. Those of you on the “West” will give me one name of a member of NATO on your way out, and those of on the “East” will give me one name of a member of the Warsaw Pact on your way out. [INFORMAL CHECK]

Differentiated Instruction:

- **Enrichment**: Advanced students will identify the members of each alliance without the aid of a color-coded map.

- **Intervention**: These students will be paired with advanced students during the pair work: NATO and Warsaw Pact activity.

- **Accommodation**: Students in need of accommodation will receive individual copies of the two images used in today’s lesson. The teacher will also provide a personal PDF version of The Butter Battle Book for these students to follow along with.

Sources:

- [http://www.history.com/topics/cold-war/berlin-wall](http://www.history.com/topics/cold-war/berlin-wall)
- [http://www.biologycorner.com/worksheets/graphic_compare.html#.U08rJug5s7A](http://www.biologycorner.com/worksheets/graphic_compare.html#.U08rJug5s7A)
- [http://content.time.com/time/covers/0,16641,19620831,00.html](http://content.time.com/time/covers/0,16641,19620831,00.html)
- [http://3ad.com/history/cold.war/nato.landcarte.1.htm](http://3ad.com/history/cold.war/nato.landcarte.1.htm)
COLD WAR ALLIANCES HOMEWORK

Directions: Answer the following questions using complete sentences. Fill out the “Compare and Contrast” section of this handout.

I. Summarize the purpose of the Berlin Wall.
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

II. List the functions of both NATO and the Warsaw Pact:
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

III. Identify the members of each alliance:
   a. NATO:
      ______________________________________________________
      ______________________________________________________
      ______________________________________________________
   b. WARSAW PACT:
      ______________________________________________________
      ______________________________________________________
      ______________________________________________________
ANSWER KEY:

1. The official purpose of this Berlin Wall was to keep Western “fascists” from entering East Germany and undermining the socialist state, but it primarily served the objective of stemming mass defections from East to West.

2. The basic function of both organizations was to provide the protection for member nations in case of an attack. NATO signers agreed that an attack on one member was an attack on all. Warsaw Pact members pledged that in the event of a war, each member would furnish troops.

3. NATO: United States, Great Britain, France, Italy, Portugal, Norway, Denmark, Iceland, Canada, Belgium, the Netherlands, and Luxembourg; Warsaw Pact: Soviet Union, East Germany, Czechoslovakia, Hungary, Romania, Bulgaria, and Albania.

4. Compare and contrast:
   a. Alike: both meant to provide protection for their member nations in case of attack
   b. NATO: members relied heavily on U.S. nuclear weapons as a deterrent to aggression; members; capitalism/democracy ideology; West side of Europe.
   c. Warsaw Pact: members pledged to supply troops in proportion to their population in case of an attack; members; communism; East side of Europe.
BERLIN WALL/TIME MAGAZINE IMAGE:

NATO AND WARSAW PACT MAP:
The Butter Battle Book

Then my grandfather said,
"It's high time that we knew
of the terrible terrors that Zeekos do.
In every Zeekohouse and in every Zeeko town
every Zeek will bit his head
with the butter side down!

For a while he stood silent
Then slowly he said,
with a very sad shade
of a very old tear.
"A man born on this side of the Wall
was my Zeek.
On the farther side of the Wall
live the Zeekos."

But we Zeekos, as you know,
when we breakfast or sup,
spread our bread,
"Grandpa said,
"with the butter side up!"
That's the right, healthy way!"
Grandpa grinned his teeth,
"so you can't cut a Zeek who spits bread underneath!
Every Zeek must be watched!
He too looks in the tear.
That's why, so nearly, I made watching my goal,
watching Zeeks for the Zeek-Watching Booker Prizes!"
With my broccoli [sic] on, I can read this in one show.

"Well, do you think it's a good idea to have a machine that can do this?"

"Oh, yes, Mr. Fishman. I think it would be very helpful."
Day 5
Daily Lesson Plan

Day: (Day 5)

Objectives:
• TSW:
  o Define market economy, command economy, and welfare state (DOK 1).
  o Identify countries with market economies during the Cold War (DOK 1).
  o Identify countries with command economies during the Cold War (DOK 1).

Materials:
• Capitalism Scenario
• Communism Scenario
• Rap Instructions
• “Cold War Economic Systems Concept Maps” Homework Sheets
• Textbooks
• Paper and pencils

Opening (Set): 5 minutes
• Good afternoon! Before we get started make sure your homework is turned into the “Homework Bin.”
• Today, we will be discussing the economic aspects of the Cold War—defining and identifying market economies, command economies, and welfare states during these years. Let’s go!
• Right now, I need each of you to close your eyes. I am going to read you two different scenarios describing two different economic structures. One of the scenarios will describe capitalism and the other will describe communism. After I have read each one, you will decide which label fits the scenarios best. Close your eyes and imagine #1.
  o Scenario #1:
    ▪ Imagine a world where everyone works as hard as he/she can. Imagine a world where everyone works to further his/her own condition. Imagine a world where people are rewarded for the effort they put in. Imagine a world where you can move up in a company as a reward for your hard work and success. Imagine a world where you can have the home of your dreams, two cars, a family, and a summer home. Imagine a world where businesses develop the most advanced technology, amass the most talented employees, continually strive for greater efficiency, and utilize resources for the benefit of mankind. Imagine, a world where people give back to the community because they have excess to help those who are less fortunate. Imagine a world where every man strives for a better tomorrow, and when finding trouble, he/she pulls himself up by his bootstraps, working hard to better his situation. Imagine a world where you set goals, have aspirations, work hard, and achieve your dreams. Imagine a world where citizens can be proud because they deserve what they have, celebrate their achievements, and continually strive to get better. Imagine living in a ________ society.
  o Scenario #2:
    ▪ Imagine a world where everyone takes only what he/she needs. Imagine a world where everyone gives to his/her uppermost ability. Imagine a world
where people do not take advantage of someone else in order to get ahead. Imagine a world where everyone has a job. Imagine a world where everyone has a place to live, good food, and medical service. Imagine a world where businesses are not interested in profits as a bottom line but are more interested in product quality and fairness to all workers. Imagine a world where businesses try to preserve the environment. Imagine a world where every man, woman and child is united to make his/her community better. Imagine a world where your neighbor looks after you and you look after your neighbor. Imagine a world where everyone can be truly called your comrade and friend. Imagine living in a __________ system.

- You may now open your eyes. Which scenario that I just read described a system of capitalism?
  - #1
- Which scenario that I just read described communism?
  - #2
- Which of these systems sounds most appealing to you?
- The battle between market economies and command economies heated up during the Cold War- just like political ideologies, these factors shaped the ideals of many countries involved in this conflict.

Learning Tasks (Procedures): 40 minutes
- Class discussion: Let’s discuss as a class what market economies, command economies, and welfare states are.
- When I say the phrase “market economy,” what comes to mind?
  - Great ideas. Thanks to the Marshall Plan (which we talked about the other day) and the resolve of the European people, postwar Western Europe experienced a remarkable economic and political recovery. After the war, the Western Allies remained committed to democracy and the principle of majority rule. In economic terms, they also continued to accept the basic principles of capitalism and at least some form of market economy.
    - So when I say the phrase “market economy,” what word should pop into your head?
      - Capitalism
    - And which side during the Cold War favored capitalism?
      - The West
    - So, a market economy is one in which competition among private businesses and individuals generally determines what goods and services will be produced, how they will be produced, and what they will cost.
- What about command economies? When I say “command economy,” what comes to mind?
  - Good answers. The Communist bloc, on the other hand, accepted the Marxist-Leninist doctrine that ordinary people did always know what was in the best interests or in the interests of society as a whole.
    - When I say “command economy,” which side of the Cold War should you think of?
The East/Communists

- In a command economy, the government makes all economic decisions.

What about a “welfare state?” What does that mean?

- Nice observations. A welfare state is a state in which the government undertakes primary responsibility for the social welfare of its citizens- healthcare, etc.
- During the Cold War, Great Britain became a welfare state after Clement Attlee and the Labour Party, a moderate socialist party, made many changes in the British economic and social systems.

Now that we have discussed each of these, let’s do an activity.

Divide students into 5 groups of 5.

In your groups of 5, you are going to create a rap about the economic systems in the Cold War that we just discussed as a class.

- Group 1, your rap will be about market economies in the Cold War.
- Group 2, your rap will be about command economies in the Cold War.
- Group 3, your rap will be about market economies in the Cold War.
- Group 4, your rap will be about command economies in the Cold War.
- And Group 5, your rap will be about welfare states in the Cold War.

Here are the instructions: (teacher will write these on board as she says them so students will have them to refer back to)

- Your rap must be 20-30 seconds long.
- You must state your economic system, its characteristics, and the countries that used it in your rap. Be creative; this is the fun part!
- Every student must contribute during the presentation of your rap. You may all rap together or you may divide up the rap into parts- but all students must participate.
- Please use your textbook for references and examples. Notes are acceptable too.
- You will have 25 minutes to complete your rap. Please remember to stay on task, as these 25 minutes will pass by more quickly than you think.
- We will present these raps in groups after the 25 minutes is up.
- Good luck!

Teacher will walk around and monitor each group’s progress during the 25 minutes.

After 25 minutes, the groups will perform their raps.

- Group 1 will be called to the front of the room to perform their rap (market economy).
- Group 2 will be called to the front of the room to perform their rap (command economy).
- Group 3 will be called to the front of the room to perform their rap (market economy).
- Group 4 will be called to the front of the room to perform their rap (command economy).
- Group 5 will be called to the front of the room to perform their rap (welfare state).

Great job everyone. Those were very creative raps.

Teacher will pass out “Economic Systems in the Cold War Concept Maps” Homework Sheets (3 sheets) to each student.

- This homework is due tomorrow at the beginning of class.

Closure:

- So today we learned about market economies, command economies, and welfare states. Tomorrow we are going to look at why Western Germany experienced tremendous growth after WWII.
**INFORMAL CHECK:**

- I have three statements to read to you. If you believe these statements are true, raise your hand. If you believe they are false, keep your hand down.
  - **Statement #1: A command economy means capitalism.**
    - Answer: FALSE
      - Why is this statement false?
      - What does a command economy actually mean?
        - Run by the government
  - **Statement #2: Western countries favored market economies**
    - Answer: TRUE
      - Why is this statement true?
  - **Statement #3: Britain had a welfare state following WWII.**
    - Answer: TRUE
      - Why is this statement true?

**Great job today. Remember to complete your homework sheet tonight. Have a good day!**

**Differentiated Instruction:**

- **Enrichment:** Advanced students will summarize in their own words capitalism and communism during the set before the definitions of each are given.
- **Intervention:** Intervention students will be paired with non-intervention students during the Rap activity. These students will be assisted by the teacher throughout the activity as well.
- **Accommodation:** These students will have an extended amount of time to complete and turn in the 3 homework sheets assigned for this day.
Include examples of countries:
Include examples of countries:
Word: COMMAND ECONOMY

Include examples of countries:
Day 6
Daily Lesson Plan

Day: (Day 6)

Objectives:
- TSW:
  - Critique the actions that Western European leaders took to integrate their economies (DOK 3).
  - Cite evidence for why the Western German economy experienced tremendous growth after the war (DOK 3).
  - Create, through writing, explanatory texts to convey information clearly (DOK 4).

Materials:
- “2014 Volkswagen Game Day Commercial: Wings” video clip
- “The Amazing Volkswagen” article
- “The Amazing Volkswagen” article reading questions
- Textbook
- Whiteboard and Expo markers
- “Western European Economies” Homework Sheet
- Cold War Propaganda Video Project Handout and Rubric
- Paper and pencils

Opening (Set): 3-5 minutes
- Good afternoon! Please turn your homework from last night into our “Homework Bin” before we begin class. Thank you.
- Yesterday, we talked about the different economic systems found during the early Cold War years. Today, we are going to talk about West Germany and the economic boom they experienced following WWII. We will also discuss what Western European leaders did to integrate their economies. Let’s get started!
- How many of you watched the Super Bowl this year? I’ll admit the game wasn’t so great (I still wish Peyton had pulled out a win), but what do most of us enjoy about the Superbowl more than the football game sometimes? The commercials of course!
- One of my favorites this year was the Volkswagen commercial. Let’s take a look at it now:
  - Play “2014 Volkswagen Game Day Commercial: Wings.”
  - [https://www.youtube.com/watch?v=ns-p0BdUB5o](https://www.youtube.com/watch?v=ns-p0BdUB5o) (1:00)
  - I thought that was one of the winners this year for best commercial. In keeping with our European theme today, what country is the Volkswagen native to, again?
  - Germany
  - Did you know that after WWII the production of Volkswagen cars had a huge effect on the growth of Western Germany’s economy?
  - The reconstruction and industrial development of West Germany progressed at a truly remarkable rate following WWII. This growth is referred to as “The German Miracle.” Let’s take a deeper look into this “miracle” right now.

Learning Tasks (Procedures): 40 minutes
- Class discussion:
During the postwar years, the West German government managed to provide housing and jobs for the many refugees from East Germany and other Eastern European nations.

- Why were people trying to flee East Germany and other Eastern European nations?
- What divided East Germany and West Germany? Remember Berlin? And the Berlin Wall?
- What did the West believe in? What did the East believe in?

The labor of these refugees contributed to West Germany’s rapidly growing economy.

- Why were these refugees so helpful to the growing economy?
- When your economy grows you need more what? Workers!
- Extra labor meant extra progress for West Germany

German industry flourished, thanks to technological innovation, a commitment to quality, and the absence of strikes and other labor troubles. One of the biggest areas for production was Volkswagen as we mentioned just a few minutes ago!

- The German government founded the Volkswagen company in 1937. The “Beetle” and “Rabbit” models became very popular in the U.S. during the 1960’s and 70’s.

Let’s take a look at the impact of Volkswagen through a primary source article written in 1955.

- Pass out “The Amazing Volkswagen” article to each student.
- Students, you will have 15 minutes to silently read this article by yourself.
- After 15 minutes is up, you will get into pairs and answer the questions I am about to write on the board. You may begin.
- During the 15 minute reading time, the teacher will write these questions on the board:
  - What made Volkswagens so appealing?
  - What was the daily production number for the new Volkswagen plant?
  - How much of an impact did exports have for the company?
  - How did Volkswagen contribute to the overall improvement in the German economy?
- After 15 minutes is up, students will get into pairs to answer the questions on the board.
  - Students, you will have 10 minutes to answer these questions on the board. Each student will turn in their answers when they are finished.
- Students will work in pairs for 10 minutes.
- Following 10 minutes, the teacher will collect any work that has not been turned in.
- Now that we’ve looked into West Germany’s economy, let’s take a look at Western Europe as a whole.
  - Who knows what Western European countries tried to do with their economies?
    - They tried to integrate them!
- For your exit slip today, use your textbook and identify the ways that they tried to go about integrating.
  - Briefly identify the Common Market and ECSC. You have ten minutes to complete this.
  - Tonight for homework, you will critique the measures that Western European countries took to integrate their economies took.
Closure: 5 minutes

- Today we learned about West Germany’s economic boom and the way West Europe tried to integrate their economies.
- For homework tonight, like I just mentioned, you will critique how West Europe went about integrating their economies. You may agree with what they did or disagree as long as you provide evidence to support your stance. THIS IS AN INTEGRATED LANGUAGE ARTS ACTIVITY.
- Pass out “Western European Economies” Homework Sheet.
  - This homework is due in two days. Remember, tomorrow is your first test on the Cold War!
- Pass out “Cold War Propaganda Video Project” Handout and Rubric
  - Before you leave class today, let’s discuss this project.
  - This project will be completed in groups of 4-5 people.
  - The topic is Propaganda in the Cold War- something we know played a huge role throughout the Cold War years.
  - Play sample video: http://www.youtube.com/watch?v=OUBFieN1U
  - You will be responsible for creating a short digital video production depicting a certain Propaganda topic/theme from the Cold War like the one I’ve just shown you.
  - The digital videos will be presented to class with a brief explanation of what Cold War Era theme it demonstrates and will also be loaded on Youtube.
  - These presentations will be due Thursday after our second test.
  - I have attached the rubric to this handout. Please look over these and bring any other questions you may have tomorrow. If we have time after the test, we will address all concerns you have.
- As you leave class, turn in your exit slips to me. INFORMAL CHECK.
- REMEMBER: TOMORROW, IS YOUR FIRST COLD WAR TEST: BE SURE TO STUDY ALL OF THE NOTES YOU HAVE TAKEN AND SECTIONS 1, 2, AND 3 FROM CHAPTER 28 IN YOUR TEXTBOOK. THERE WILL BE MULTIPLE CHOICE, TRUE FALSE, AND SHORT ANSWER QUESTIONS COVERING ALL OF THE MATERIAL WE HAVE TALKED ABOUT SO FAR. IF YOU HAVE ANY QUESTIONS, I WILL BE HERE AFTER SCHOOL TO ASSIST ANYONE WHO NEEDS EXTRA HELP.
- Have a great rest of the afternoon and good luck studying!

Differentiated Instruction:

- **Enrichment:** Advanced students will answer the reading questions to “The Amazing Volkswagen” without the help of a partner.
- **Intervention:** Intervention students will be allowed to read “The Amazing Volkswagen” article with a peer instead of alone.
- **Accommodation:** These students may have someone read the article to them out loud while they follow along on their own copy of the article.

Sources:

https://www.youtube.com/watch?v=ns-p0BdUB5o
http://www.oldmagazinearticles.com/Volkswagen_in_post-war_germany
Yankee production methods are turning out 835 cars daily at the vast rebuilt Volks-

THE AMAZING VOLKSWAGEN

What Started as Hitler's Fraudulent People's Car, In a Plant Bombed Out by the War, Now Leads All Auto Production Outside the U.S. at 180,000 Yearly

By KLAUS KALLMORGEN

VOL. 26, NO. 1
MARCH 1955
PIC THE MAGAZINE FOR YOUNG MEN

OldMagazineArticles.com
wagen plant in Germany. Here's one day's output rolling off the assembly line.

The pre-war Volkswagen was launched with much waving of Nazi banners as Hitler proudly announced the German "People's Car" with promises that never came true. About 300,000 citizens invested 25 million pounds in this dream, and Hitler built only 210 cars before turning the plant over to his war machine.

Today's car is a vastly improved version which outsells all other cars in five European countries, and which is fast capturing new export markets for Germany. Heinz Nordhoff, 55-year-old boss, says with satisfaction: "A few years ago British and French manufacturers were saying we didn't have a chance. Today Morris in Britain and Renault in France are producing about 400 cars a day. We're making 835."

Only six years ago (Continued on page 14)

Heinz Nordhoff is boss of the Volkswagen works. Not a Nazi, he trained in U.S.
Versatile Volkswagen Plays Many Roles

The van is used here like a U.S. trailer. Motor is in rear. Van also serves as bus.

After the war, British officers inspected plant, tried out amphibious model above.

Fast enough for police work and carries four. Below, Volkswagen bus in Rhineland.

The Volkswagen works was just another fragment of war wreckage. The vast plant in Wolfsburg, 100 miles west of Berlin, had been largely destroyed by Allied bombing. Six thousand employees were spending most of their time clearing rubble. In 1945 they produced only 713 vehicles. Authorities in the British zone offered what was
The Volkswagen van is versatile itself, used as ambulance. One behind brings gas.

Three Volkswagen models are only cars in this street; half of all on Autobahns.

left of the factories to anyone who would take it away. Not even the Russians were interested, and their zone was only 10 miles away.

Nordhoff had trained with the German subsidiary of General Motors, the Adam Opel A.G. and became chief of its lorry production plant, biggest in Europe, during the war. Because he had held this position, he was forbidden to do any job other than manual labor in the American zone where he lived. The British urged him to take over reorganization of the Volkswagen and he reluctantly agreed.

Nordhoff began by sleeping in one of the empty offices. He adopted a “get tough” policy with the workers and told them that the 400 man-hours which they were taking to produce one car must be cut to 100 (it has been done). At the same time, he organized the building of new homes (4,000 have been completed) and gave his men an extra meal per day.

The car itself was branded by its appearance of stark austerity. The power was low, and the engine had a life of only 10,000 miles. Nordhoff brought in new experts who redesigned every vital component, working on the original pre-war designs of Porsche. (who made his reputation at the other extreme from the mass-produced Volkswagen, building handmade sports cars).

The new car was quieter and more powerful, and had hydraulic brakes and shock absorbers. Soon, models with luxury touches were introduced.

There (Continued on page 18)
Hitler stands next to Prof. Porsche who designed Volkswagen, later built sports cars.

The works were heavily bombed during the last war and were 60 per cent destroyed.

In a heavier version the Volkswagen went into lots of action. Below, plant ruins after Allied air raid on Wolfsburg works.

Foreign labor, cheapest in Europe after the war, was imported to rebuild factory. Below, day and night shifts rushed work.
How the Vast Plant Rose From War Ruins

Inside the new plant with American production methods turning out over 800 daily.
THE VOLKSWAGEN—

was still a sellers' market, and Nordhoff brought the pressure of consumer demand into psychological play in the works. Every finished car was delivered immediately, but there were always big stocks of materials standing ready for use, a constant urge to the workers to produce faster. Production in 1949 was more than double that of 1948; the 1950 figure doubled 1949's again.

As more cars were sold abroad, foreign countries introduced new restrictions on imports. Nordhoff countered by setting up assembly plants in Ireland, South Africa, Belgium, Brazil, Australia, and New Zealand. With a third production line coming into operation at Wolfsburg, his immediate target is over 1,000 cars a day.

Heinz Nordhoff was the second son of a banker, who moved his family from Hildesheim to Berlin when his bank failed. Heinz trained as an industrial engineer, and served as a private in the first World War. He gained his most important experience working for Opel, where he had the opportunity to visit America and learn American sales and production methods on the spot. Today he still does much travelling, and last year in Africa bagged two lions.

One of his problems is the question of ownership of the Volkswagen company, which is under the custody of the German Government. Some of the optimists who put (Continued on page 20)
Proudly lined up are the 27 men who have a share in building each Volkswagen.

Just one day's output from the revived auto plant, leading all European makes.
their money into Hitler’s Volkswagen have gone to law to get their money back; a court ruling that they have a legitimate claim is now the subject of an appeal by the company to the Supreme Court.

Nordhoff, never a member of the Nazi Party himself, feels that people who invested in the Nazi Reich should not profit from it. He thinks as little of Germany’s political past as he thought of the original model Volkswagen.

Bringing a new spirit into relations between management and labor, he is author of a profit-sharing plan which is being adopted by others. He is strongly in favor of Germany’s “co-determination” system, whereby labor representatives sit on boards of companies in certain industries.

Over 200,000 of the half million Volkswagens which have been produced since 1945 have been exported to over 100 countries. This represents vigorous competition for the world’s biggest car exporting country, Britain. And Britain can see the results of Germany’s phenomenal recovery in a dozen other export fields.

One of the reasons for Germany’s success may well be the tax concessions which the Government, until recently, granted to exporting companies. Now that this system has ceased to operate, the struggle is on even terms. There are many lessons for Britain in Germany’s industry, with its capacity for hard work at all levels, its ingenuity in design, and in its policy of hard selling. But Britain can still point to Germany’s low living standard, and to the fact that the German economy does not yet have to bear the heavy load of defense production. The German living standard is 15% below Britain’s, while wages are more than proportionally lower. As a result, Germany is not consuming enough goods and so not encouraging mutual trade, which is the main strength of the Western countries. (Only 412 of Volkswagen’s 20,000 employees drive the cars which they produce!) In its new prosperity, Germany will have to meet these responsibilities.
“The Amazing Volkswagen” Reading Questions
Answer Key:

1. Quieter, more powerful, had hydraulic brakes, and shock absorbers. Luxury touches added.
2. Over 800 exports
3. Over 200,000 of the 500,000 cars that had been made by 1955 were exported to over 100 countries- this was huge for the company.
4. The tech advances and vast production of Volkswagen put people to work and helped the economy to grow at a tremendous rate
WESTERN EUROPEAN ECONOMIES HOMEWORK

ANSWER THESE QUESTIONS ON SEPARATE NOTEBOOK PAPER! STAPLE THIS SHEET IN FRONT OF THE NOTEBOOK PAPER YOU ANSWER THESE QUESTIONS ON.

1. USING YOUR TEXTBOOK, NOTES, OR THE ARTICLE FROM TODAY’S CLASS, CITE EVIDENCE FOR WHY THE WESTERN GERMANY ECONOMY EXPERIENCED TREMENDOUS GROWTH IN THE POSTWAR YEARS. ANSWER THIS QUESTION IN PARAGRAPH FORM. YOU MUST CITE AT LEAST TWO EXAMPLES.

2. WRITE A 3 PARAGRAPH RESPONSE TO THIS PROMPT:
   
   a. CRITIQUE THE ACTIONS THAT WESTERN EUROPEAN COUNTRIES TOOK TO INTEGRATE THEIR ECONOMIES DURING THE POSTWAR YEARS. YOU MAY AGREE OR DISAGREE WITH THE STANCE THAT THEY TOOK, AS LONG AS YOU SUPPORT YOU ANSWER WITH EVIDENCE FROM THE TEXTBOOK AND YOUR NOTES!
“WESTERN EUROPEAN ECONOMIES” HOMEWORK ANSWER KEY:

1. THESE ANSWERS SHOULD BE WRITTEN IN PARAGRAPH FORM AND INCLUDE THE FOLLOWING INFORMATION:
   a. Technological innovation, a commitment to quality, and the absence of strikes and other labor troubles helped the German industry to flourish (ex: Volkswagen)

2. THESE ANSWERS SHOULD BE WRITTEN IN 3 PARAGRAPHS. ANSWERS AND STANCES WILL VARY. INFORMATION THAT CANNOT BE ALTERED AND SHOULD BE INCLUDED:
   a. France, West Germany, Italy, and the Low Countries formed the European Coal and Steel community (ECSC) to regulate production and prices; the same six countries later formed the European Economic Community (EEC or Common Market) to abolish tariffs and import quotas; Great Britain eventually joined the Common Market.
Cold War Propaganda Video Project

**Purpose:** To further our knowledge and understanding of the ways the media influenced public opinion during the Cold War Era.

**Method:** Students will work in groups to create a short digital video production.

**Reading Assignment:** All groups will read an article found at this website http://manspropaganda.wordpress.com/the-cold-war/ to understand how propaganda affected the Cold War before beginning their projects.

**Presentation:** The digital videos will be presented to class with a brief explanation of what Cold War Era theme it demonstrates and will also be loaded on YouTube.

Presentation day: **THURSDAY after our second Cold War Test**

Possible video topics/themes:

- Nuclear warfare fears (duck & cover, bomb shelters, fear of Soviet attack on U.S.)
- Promotion of U.S. capitalism over Soviet communism
- Propaganda commercial on what U.S. would be like under Soviet communist rule.
- Propaganda commercial promoting fear of communism by portraying life in the Soviet Union.
- Promotion of containment doctrine. Military commercial promoting containment of communism.
- Red Scare – Fear of communists infiltrating the United States. A commercial promoting the fear of communists in the U.S. How to identify a communist?
- What it means to be a good American.
- 1950’s commercial showing social and gender norms of the 1950’s.
- If you have other ideas of Cold War themes or other kinds of videos, talk to the instructor.
- McCarthyism and Black Listing in Hollywood.

**BE CREATIVE!**

You will not be graded on how perfectly your production is edited, but on how well your production represents one of the above Cold War themes.
HOW TO DIVIDE UP YOUR GROUP
Assign roles:
1. Writers/idea people. Write out a script with scenes and dialogue.
2. Actors – Act out the production.
3. Videographer – the person behind the camera.
4. Editor(s) – the person who edits the footage into a production.

Examples (do not merely remake a commercial. You can use real commercials as a basis, but make sure that your production is somehow original).
http://www.youtube.com/watch?v=_oBUBFieN1U (Montage of Cold War propaganda themes)
http://www.youtube.com/watch?v=SkYI_AH-qyk&feature=related (How to Spot a Communist)
## Cold War Propaganda Video Project Grading Rubric

<table>
<thead>
<tr>
<th>Content</th>
<th>Layout/Design</th>
<th>Technical Elements</th>
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<tr>
<td><strong>4</strong></td>
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<tr>
<td>The project has a clear focus related to the chosen topic and one or more of the following elements; reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic. Excellent evidence of student learning and efforts are reflected in student’s project.</td>
<td>Organization of presentation is excellent. Transitions add to the viewer's understanding of the topic. Titles are added to enhance understanding.</td>
<td>The camera work is smooth and the focus is crisp. Sound and visual files are distortion free. Transitions are smooth.</td>
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<td>Sequence of project components is clear and evident. Transitions provide easy movement from one scene to another. Titles are used and add to the video's flow.</td>
<td>The camera work is generally smooth and the focus is usually crisp. Sound and visual files are distortion free. Transitions are smooth.</td>
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<tr>
<td>There is focus that is maintained throughout the project. The project presents information in an accurate and organized manner that can be understood by the intended audience. Adequate evidence of student learning and efforts are reflected in student’s project.</td>
<td>Adequate preparation and sequence is shown. Transitions are adequate. Titles are present.</td>
<td>The camera work may be choppy or panning is too fast. Sound and visual files may have some distortion.</td>
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<td>The project has a focus but may stray from it at times. There is an organizational structure, though it may not be carried through in a consistent manner. There may be factual errors or inconsistencies, but they are relatively minor. Less than adequate evidence of student learning and efforts are reflected in student’s project.</td>
<td>Either lack of preparation or illogical sequence. Transitions are choppy or distract the viewer. Titles are not present or distract from the overall video.</td>
<td>The camera work is choppy and the scenes are blurry or panning is too fast. Sound and visual files contain distortion.</td>
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<td>The camera work is choppy and the scenes are blurry or panning is too fast. Sound and visual files contain distortion.</td>
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</tbody>
</table>
| Appearance | The project compels the audience's attention. | The project is interesting to an audience beyond the students who created it. | The project is interesting to the students who created it. | The project is lacking in its ability to create interest. | Appearance Score is | Sources:
http://ushistoryclass.wordpress.com/2012/02/17/cold-war-propaganda-project/
http://manspropaganda.wordpress.com/the-cold-war/
Day 7
Daily Lesson Plan

Day: (Day 7)
Objectives:
  • TSW:
    o Take the “Cold War in Postwar Years” Test today

Materials:
  • “The Cold War in Postwar Years” Test copies
  • Pencils
  • Teacher answer key

Opening (Set): 3 minutes
  • Good afternoon! You will have 3 minutes to review over your notes and materials before we begin the test.
  • The teacher will start a 3 minute countdown.
  • After 3 minutes, the teacher will tell students to clear their desks. All they need is a pencil to take the test.
  • After I pass the test out to you, you may begin. You will have the entire class period to take the test. When you finish, raise your hand, and I will come collect the exam from you. Work on your homework that is due tomorrow once you finish your test. Good luck!

Learning Tasks (Procedures): ~45 minutes
  • The teacher will pass out a copy of “Cold War in Postwar Years” test to each student.
  • The students will have the whole class period to take the test.
  • The teacher will monitor the test while walking around the classroom.
  • As students begin to finish, they will be instructed to work on the assignment that is due at the beginning of the class tomorrow.
  • The teacher will give a 10 minute warning once only 10 minutes are left in the period.

Closure: 2-3 minutes
  • Students, you have 10 minutes remaining to complete your test. After 10 minutes, I will collect the test from you.
  • Once all students have finished:
    o Remember that you have a homework assignment due tomorrow. You should also remember to continue working on your Cold War project that is due at the end of our unit. See you tomorrow!

Differentiated Instruction:
  • Enrichment: These students will not have a word bank for the matching portion of the test.
  • Intervention: These students will receive extra time to complete their tests.
  • Accommodation: These students will receive extra time to complete their tests. They will be allowed to take their tests alone versus in the classroom with all of the other students. They will not be responsible for the short answer portion of the test.
THE COLD WAR IN POSTWAR YEARS TEST

Section A: True/False; write T in the blank for True & write F in the blank for False

I. ________ The Cold War was more of a battle of political ideology rather than an extended period of wars and fighting.

II. ________ Containment was the policy of giving countries money to support communism through the Truman Doctrine.

III. ________ Basic features of the Marshall Plan included providing aid to European countries in order to help them fight the influences of communism.

IV. ________ The Truman Doctrine gave money to communists, and the Marshall Plan wanted the spread of communism.

V. ________ The Warsaw Pact members pledged to supply troops in proportion to their population in case of an attack and NATO relied heavily on U.S. nuclear weapons as a deterrent to aggression.

Section B: Multiple Choice; write the correct answer choice in the blank provided.

I. ________ Which person was not a key player at the Yalta Conference?
   a. Joseph Stalin of the Soviet Union
   b. Winston Churchill of Great Britain
   c. Harry Truman of the United States
   d. Franklin Roosevelt of the United States

II. ________ What was the purpose of the Yalta Conference?
   a. To give Americans money to fight communism across the globe
   b. To discuss the division of Europe and the city of Berlin following WWII
   c. To take former Nazis to trial
   d. To plan for the use of another atomic bomb in the Pacific

III. ________ What were the Nuremburg trials?
   a. Trials against Americans who wanted to take down Communism in East Europe
   b. Trials against the Japanese because they bombed Pearl Harbor
   c. Trials that prosecuted the prominent members of the Nazi party in Germany
   d. Trials against the Joseph Stalin and the USSR

IV. ________ After analyzing Winston Churchill’s “Iron Curtain” speech, what was the purpose/main idea of it?
   a. To warn others against Soviet aggression and to pressure the West to stand strong against the threat of communism
   b. To get support so that he could build a real iron wall to keep Soviets out of West Europe
   c. To knock down the real iron curtain that already existed in Europe
   d. To build a strong army against the Germans

V. ________ What was the purpose of the Truman Doctrine?
   a. Support all of the communists and their allies across the world
b. To shut Britain out in the fight against communism
c. To pay for the Nazi trials going on in Germany
d. To provide help to countries threatened by communism and to support free peoples resisting outside forces

VI. _______ Cold War alliances through NATO included all of the following except:
   a. France
   b. Great Britain
   c. United States
   d. East Germany

VII. _______ Cold War alliances through the Warsaw pact included all of the following except:
   a. Italy
   b. Hungary
   c. Soviet Union
   d. Czechoslovakia

VIII. _______ What actions did the Western European leaders take to integrate their economies?
   a. They created the Common Market
   b. They banned Germans from participating in the integration
   c. They knocked down the Berlin Wall
   d. They begged the Americans for money

Section C: Matching; match the items given to the correct descriptions listed under them.

A. Welfare State
B. Command Economy
C. Market Economy
D. United States
E. Great Britain
F. USSR

I. _______ Competition among private businesses and individuals generally determines what goods and services will be produced, how they will be produced, and what they will cost.
II. _______ State in which the government undertakes primary responsibility for the social welfare of its citizens, healthcare, etc.
III. _______ This country had a market economy during the Cold War
IV. _______ An economy in which the government makes all of the economic decisions.
V. _______ This country had a welfare state during the Cold War.
VI. _______ This country had a command economy during the Cold War.

Section D: Short answer questions; answer the questions in the space provided below.

I. What were the 7 major consequences of World War II?
II. Name the basic provisions of postwar settlement in Germany.

III. What was the purpose of the Potsdam Conference?

IV. What was the purpose of the Nuremberg Trials?

V. Name two causes of the Cold War in Europe that we discussed in class.

VI. Summarize the purpose of the Berlin Wall.
VII. What were the functions of both NATO and the Warsaw Pact?

VIII. Why did the West German economy experience tremendous growth after WWII?
Cold War in Postwar Years Test Answer Key:

Section A:
I. T
II. F
III. T
IV. F
V. T

Section B:
I. C
II. B
III. C
IV. A
V. D
VI. D
VII. A
VIII. A

Section C:
I. C
II. A
III. D
IV. B
V. E
VI. F

Section D:
I. Europe is no longer most dominant continent on the planet; rise of U.S. as a superpower; expansion of USSR; emergence of Cold War; beginning of Nuclear Age; rise of nationalism and independence movements in Asia and Africa; renewed efforts to secure lasting international peace.
II. Germany = divided into 4 different zones of occupation; controlled by he Allies
III. To determine what to do with Germany now that the war is over
IV. To prosecute the prominent members of the leadership of Nazi Germany
V. Disagreement over Poland and Soviet expansion
VI. To keep people “in” East Germany and to keep Western ideals of democracy/capitalism into this communistic region
VII. To provide the protection for member nations in case of an attack by the other side
VIII. Industrialization, technological innovation, commitment to quality, and absence of strikes and other labor troubles. An example that will be accepted: Volkswagen production.
Day 8
Daily Lesson Plan

Day: (Day 8)

Objectives:
  • TSW:
    o Identify kinds of domestic problems American presidents faced after WWII (DOK 1).
    o Summarize how the Cold War affected the Civil Rights Movement in the United States (DOK 2).

Materials:
  • Dr. Martin Luther King’s “I’ve Been to the Mountaintop” video clip
  • “Great Society Guided Reading Packet”
  • “Richard Nixon on Civil Rights” video clip
  • Cold War Essay Prompt and Rubric
  • Textbook
  • Pencil and paper

Opening (Set): 5 minutes
  • How is everyone feeling after yesterday’s test? Remember I need your homework from two days ago turned in before we begin class.
  • So far, we have focused on Europe and the beginning of the Cold War there. But what about here in the United States?
  • Today, we will look at the domestic problems that America faced after WWII. We will also see how the Cold War abroad affected the Civil Rights Movement back at home.
  • Across the world, what was it that the United States pushed for and wanted?
    • They wanted democracy, capitalism, freedom, and industrialization for everyone, correct?
    • They denounced communism and the poor treatment of a country’s citizens, right?
    • But what was going on during the 1950’s and ‘60’s here at home?
    • We were having our own problems with the Civil Rights Movements!
      o We were going all over the world trying to stop the spread of communism and help countries become the best they could be, but back at home, what were we doing?
        • We were oppressing African Americans, denying them equal rights, and treating them as second-class citizens. Seems ironic doesn’t it?
    • Let’s take a listen to Dr. Martin Luther King’s “I’ve Been to the Mountaintop” speech. Pay close attention to the first remarks he makes about China, Russia, and other countries. We will discuss this video together after it is over.
  • Play “Dr. Martin Luther King’s ‘I’ve Been to the Mountaintop’” video clip.
    o https://www.youtube.com/watch?v=Oehry1JC9Rk (2:37)
  • What were your thoughts about this video? Dr. King was right. We were fighting to establish freedom and peace all over the world, yet at home, what were we doing?
  • The Cold War contributed significantly to the Civil Rights Movement in the United States. Let’s look at some more issues that the United States dealt with during the Cold War years. Here we go!
Learning Tasks (Procedures):

- Today, we are going to focus on the domestic challenges that the United States faced during the Cold War years.
  - What do I mean when I say “domestic?”
  - These are issues that affected Americans at home, not abroad.
- What president took over after JFK was assassinated?
  - Lyndon B. Johnson succeeded Kennedy and attempted to implement an even more sweeping vision of reform for the country.
- Johnson’s plans for domestic reforms were called “The Great Society.”
- Pass out the “Great Society Guided Reading Packet” to each student.
- In 1964, President Johnson traveled to the University of Michigan, where he sought to tap into the idealism of his college audience. LBJ was planning an ambitious program of domestic programs that he believed would usher in the “Great Society.”
- I need one volunteer to come to the front of the classroom and read Johnson’s speech at the podium for the whole class. Everyone else needs to follow along on your sheet, annotating and marking things you find interesting or confusing.
  - Remember our symbols:
    - ? = I have a question
    - X = I didn’t expect that
    - ?? = I am confused or puzzled
    - Star = This is important
    - ! = This reminds me of something
- The volunteer student will read LBJ’s speech out loud while students annotate their papers. (Speech attached!)
- After the student is finished reading the speech, advise students to get into groups of 3 to complete the guided reading questions. Students will have 20 minutes to complete the activity.
- The teacher will monitor and facilitate group work during the 20 minutes.
- After 20 minutes, students will pass in their papers to the teacher.
- As we mentioned earlier, the Cold War had a huge effect on the Civil Rights Movement in America.
- Let’s take a look at a video clip of Richard Nixon endorsing Civil Rights in 1960. As you watch this clip, write down justifications he makes for Civil Rights as they pertain to the Cold War.
  - Play video: https://www.youtube.com/watch?v=dAlZHfaksQM (1:00)
- What were some of the justifications for Civil Rights you noticed that Nixon made related to the Cold War in this clip?
  - Here are three statements I noticed:
    - “Why must we vigorously defend them [Civil Rights]? First, because it is right and just.”
      - What is your reaction to this statement? Remember, he made this statement in 1960- just as things were heating up in this country.
    - “And second, because we cannot compete successfully against communism if we fail to utilize completely the minds and energy of all our citizens.”
• This statement directly related to the Cold War. Can anyone elaborate on this statement for me?
  ▪ “And third, the whole world is watching us. When we fail to grant equality to all, that makes news – bad news – for America all over the world.”
  ▪ What does he mean by “the whole world is watching us?”
• On a sheet of notebook paper, I need you to summarize in your own words the effect that the Cold War had on the Civil Rights Movement using the ideas we have discussed in class today and if needed, your textbook also. You have 5 minutes to write this brief summary.
• After 5 minutes, instruct the students to pass their papers forward.

Closure:
• Today, we looked at the domestic problems that America faced during the Cold War.
  o For your exit slip today, you must name one domestic issue that the United States faced during the Cold War years. [INFORMAL CHECK]
• Tomorrow, we will look another domestic issue that America faced: McCarthyism.
• Before you leave class, let’s discuss your Cold War Essays.
• Pass out “Cold War Essay Prompt” handout to each student.
• Students, you will create a well organized 5 paragraph essay addressing this prompt: Evaluate the importance of ideology on the causes of the Cold War. Consider the political, economic, and social implications of each ideology. Be sure to include specific examples to support your thesis statement.
• This essay is due on Monday. It is to be typed and a works cited page is required. You must include parenthetical citations, and all claims that you make must be backed up using specific examples. Please use the Internet and any other means of finding info to your benefit. You need at least 1-2 primary sources for the essay. I am also handing out the rubric. Your essay will be scored on a 1-4 grading scale: 1 being the lowest and 4 being the highest. Please look over this prompt and grading scale more thoroughly tonight and bring any questions you have about it to class tomorrow.
• After you name a domestic issue we talked about today, you are free to go. Have a great day!

Differentiated Instruction:
• **Enrichment:** These students will write down why Nixon justified Civil Rights instead of just list the justifications made by Nixon.
• **Intervention:** Intervention students will be in a group with 2 non-intervention students for support during the activity.
• **Accommodation:** These students will annotate their packets with symbols showing their understanding of the reading instead of answering the guided reading questions.

Sources:
https://www.youtube.com/watch?v=dAIZHfaksQM
https://www.youtube.com/watch?v=Oehry1JC9Rk
http://www.omkarmim.com/great/the-great-society.html
Lyndon B. Johnson, The Great Society, 1964

In 1964, President Lyndon B. Johnson traveled to the University of Michigan, where he sought to tap into the idealism of his college audience. LBJ was planning an ambitious program of domestic programs that he believed would usher in the “Great Society.”

I have come today from the turmoil of your Capital to the tranquility of your campus to speak about the future of your country. The purpose of protecting the life of our Nation and preserving the liberty of our citizens is to pursue the happiness of our people. Our success in that pursuit is the test of our success as a Nation.

For a century we labored to settle and to subdue a continent. For half a century we called upon unbounded invention and antihygiene industry to create an order of plenty for all of our people.

The challenge of the next half century is whether we have the wisdom to use that wealth to enrich and elevate our national life, and to advance the quality of our American civilization.

Your imagination, your initiative, and your indignation will determine whether we build a society where progress is the servant of our needs, or a society where old values and new visions are buried under unbridled growth. For in your time we have the opportunity to move not only toward the rich society and the powerful society, but upward to the Great Society.

The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning.

The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talents. It is a place where leisure is a welcome chance to build and reflect, not a feared cause of boredom and restlessness. It is a place where the city of man serves not only the needs of the body and the demands of commerce but the desire for beauty and the hunger for community.

It is a place where man can renew contact with nature. It is a place which honors creation for its own sake and for what it adds to the understanding of the race. It is a place where men are more concerned with the quality of their goals than the quantity of their goods.

But most of all, the Great Society is not a safe harbor, a resting place, a final objective, a finished work. It is a challenge constantly renewed, beckoning us toward a destiny where the meaning of our lives matches the marvelous products of our labor.
A. AS YOU READ
As you read Section 2, fill in the missing information in the chart below.

<table>
<thead>
<tr>
<th>Program or Legislation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Opportunity Act</td>
<td>revived prosperity and decreased unemployment</td>
</tr>
<tr>
<td>Elementary and Secondary</td>
<td></td>
</tr>
<tr>
<td>Education Act</td>
<td></td>
</tr>
<tr>
<td>Medicaid</td>
<td>provided hospital care and low-cost medical</td>
</tr>
<tr>
<td></td>
<td>insurance for Americans age 65 and older</td>
</tr>
<tr>
<td>6.</td>
<td>replaced quotas with more flexible limits</td>
</tr>
</tbody>
</table>

**Criticisms**

7.  
8.  
9.  

B. REVIEWING KEY TERMS
Define or identify each of the following terms.

10. Great Society _____________________________

11. Volunteers in Service to America (VISTA) _____________________________

12. Miranda rule _____________________________

13. apportionment _____________________________
COLD WAR ESSAY PROMPT:

DIRECTIONS: You will create a well-organized 5 paragraph essay addressing this prompt:

Evaluate the importance of ideology on the causes of the Cold War. Consider the political, economic, and social implications of each ideology. Be sure to include specific examples to support your thesis statement.

THIS ESSAY IS DUE ON MONDAY* YOU ARE REQUIRED TO SUBMIT A WORKS CITED PAGE ALONG WITH YOUR TYPED ESSAY. ALL DIRECT QUOTES MUST BE CITED INSIDE THE PAPER, AND ALL CLAIMS MUST BE BACKED UP USING SPECIFIC EXAMPLES. YOU MAY USE THE INTERNET, YOUR TEXTBOOK, OR ANY OTHER MEANS OF INFORMATION FOR THIS ASSIGNMENT. YOU NEED AT LEAST 1-2 PRIMARY SOURCES TO INCLUDE IN YOUR ESSAY.

ATTACHED TO THIS PROMPT IS THE GRADING RUBRIC. I SUGGEST LOOKING OVER THIS RUBRIC BEFORE WRITING YOUR ESSAY SO THAT YOU HAVE A CLEAR UNDERSTANDING OF WHAT I AM LOOKING FOR IN THE PAPER.
COLD WAR ESSAY GRADING RUBRIC

Levels correspond roughly to letter grades (4 = A, 1 = F), although criteria will vary somewhat depending upon the nature and level of the class.

<table>
<thead>
<tr>
<th>Level</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| **4** | - Well-developed thesis directly addressing the topic.  
- Persuasive analysis of the topic, addressing all parts of the topic; analysis demonstrates thorough understanding of all sides of a question (as appropriate).  
- Outstanding grasp of general historical issues raised by topic.  
- Numerous specific examples demonstrate detailed knowledge of relevant history.  
- Extremely well organized, with a clear introduction, argument, and conclusion.  
- Well written in appropriate standard English; few grammatical errors or colloquialisms. |
| **3** | - Clear thesis addressing the topic.  
- Good analysis of the topic, addressing most parts of the topic; analysis demonstrates understanding of all sides of a question (as appropriate), though may be unevenly developed.  
- Good grasp of general historical issues raised by topic.  
- Several specific examples demonstrate good knowledge of relevant history.  
- Well organized, with an introduction, argument, and conclusion.  
- Clearly written in appropriate standard English; some grammatical errors or colloquialisms. |
| **2** | - Thesis indicates some aspect of the topic; more a restatement of than a point about the topic.  
- Analysis of the topic, addressing most parts of the topic; analysis adequate but unevenly developed.  
- Some grasp of general historical issues raised by topic, though some significant issues may be omitted.  
- Some specific examples demonstrate knowledge of relevant history; some clearly relevant examples omitted.  
- Contains at least two of the following: introduction, argument, and conclusion; organization may be somewhat unclear.  
- Understandable, but contains several grammatical errors or colloquialisms. |
| **1** | - No discernible thesis and/or serious misunderstanding of the topic.  
- Descriptive rather than analytical; marginally related to the topic; significant logical gaps.  
- Little grasp of general historical issues raised by topic.  
- Few and/or erroneous specific examples demonstrate little knowledge of relevant history.  
- Poorly organized: no clear introduction, argument, or conclusion.  
- Pattern of grammatical errors and/or inappropriate colloquialisms. |
Day 9
Daily Lesson Plan

Day: (Day 9)

Objectives:
- **TSW:**
  - Summarize the Americans’ fear of communism during the Cold War years (DOK 2).
  - Analyze “McCarthyism” during the Cold War (DOK 4).

Materials:
- “You might be a communist if...” video clip
- 3 Jeff Foxworthy jokes
- 6 “McCarthyism” Political cartoon (attached)
- “Cartoon Analysis Worksheet”
- Projector and screen
- Paper and pencils

Opening (Set): 5-8 minutes
- **Good afternoon! Are there any questions regarding your Cold War essay prompt/instructions?**
  - Answer questions if any students have any then proceed with set.
- **How many of you have ever heard of Jeff Foxworthy?**
  - Jeff Foxworthy is a famous comedian most known for his “you might be a redneck if” jokes.
  - I have a couple of these jokes I’d like to share with you before we begin. Keep in mind that these are jokes and are not meant to be offensive.
    - A couple of my favorites:
      - You might be a redneck if you’ve ever cut your grass and found a car.
      - You might be a redneck if you’ve ever hit a deer with your car... deliberately.
      - You might be a redneck if your child’s first words were “Attention K-Mart shoppers!”
- **Now of course these are silly and purely meant for humor. But let’s flashback several decades and take a look at a time when “you might be a______ if” was taken very seriously.
- **We all know that propaganda played a huge role during the Cold War, especially here in the U.S. This video clip I am about to show you was not a joke like the Jeff Foxworthy ones I just told you. This was real and taken very seriously. Americans really feared those who disagreed with our ways of life.**
- **Ladies and Gentlemen, let’s take a look at the film titled “You might be a communist if...”**
- **Play video:** [https://www.youtube.com/watch?v=AWeZ5SKXvj8](https://www.youtube.com/watch?v=AWeZ5SKXvj8) (3:18)
- **So what was the point of this video?**
  - To instill fear in the Americans against communist and tell Americans how to spot communists if they see one, right?
  - What were your thoughts on this video?
  - Did you think it was a little over the top?
  - Why do you think Americans cared so much about people being communists?
Today, we are going to look at why Americans feared communism during the Cold War, as well as analyze the purpose and effects of “McCarthyism” during this time also. Let’s begin!

Learning Tasks (Procedures): ~40 minutes

• Who can tell me who Joseph McCarthy was?
  o Senator from Wisconsin during the 1950’s.
  o He had a huge impact on the lives of many Americans during this time.
• The Cold War contributed to feelings of insecurity for many Americans. In the immediate postwar period, for example, many people did not understand why the United States had allowed the Soviet Union to spread its sphere of influence throughout Eastern Europe and other parts of the world. A number of people tried to explain these events by using a conspiracy theory.
  o What do you think the conspiracy theory could have been?
• Many people believed that Soviet gains had occurred because certain people in the United States government were sympathetic to communism.
  o What do you think that means? How seriously do you think these people were taken?
• Senator Joseph McCarthy became the most dramatic spokesman for the conspiracy theory. Between 1950 and 1954, he questioned the loyalty of many government officials and built up a large following.
  o How do you think this was received across the country? He was tearing apart people’s reputations yet somehow people supported him. What are your thoughts?
• In the process, he damaged the reputations of many Americans. In 1954, however, a Senate committee investigated his conduct and found his charges against many people groundless. Thus, his influence collapsed. Nevertheless, ongoing crises between East and West, and especially the ever-present threat of nuclear war, left many people feeling uneasy.
• Today we are going to analyze “McCarthyism” a little more deeply.
• The teacher will divide the class into six groups. (5 groups of 4, 1 group of 5)
• Each group will receive a different political cartoon to analyze “McCarthyism.”
• Group 1 will receive this cartoon:

Group 2 will receive this cartoon:
• Group 3 will receive this cartoon:

• Group 4 will receive this cartoon:
• Group 5 will receive this cartoon:

![Cartoon Image]

• Group 6 will receive this cartoon:

![Cartoon Image]

• Each group will also receive a copy of the “Cartoon Analysis Worksheet” (attached).
• Each group will be instructed to complete the analysis sheet for their specific “McCarthyism” cartoon.
• Students will have 15 minutes to complete this activity. Once 15 minutes is up, each group will present their “Level 3” analysis from the worksheet to the entire class.
• All worksheets will be collected after the group presentations.
• Students, you may now begin. Remember you only have 15 minutes, so use your time wisely.
• The teacher will walk around the classroom and monitor student progress throughout the 15 minutes.
• After 15 minutes is up, presentations will begin.
  ○ Level 3 questions to be answered by each group during presentations:
    ▪ Describe the action taking place in the cartoon.
    ▪ Explain how the words in the cartoon clarify the symbols.
    ▪ Explain the message of the cartoon.
    ▪ What special interest groups would agree/disagree with the cartoon’s message? Why?
  ○ Groups will have no more than 3 minutes to present.
• Group 1 will be called to the front of the room to present their cartoon. The teacher will display Group 1’s cartoon on the overhead projector. Group 1 will present.
• Group 2 will be called to the front of the room to present their cartoon. The teacher will display Group 2’s cartoon on the overhead projector. Group 2 will present.
• Group 3 will be called to the front of the room to present their cartoon. The teacher will display Group 3’s cartoon on the overhead projector. Group 3 will present.
• Group 4 will be called to the front of the room to present their cartoon. The teacher will display Group 4’s cartoon on the overhead projector. Group 4 will present.
• Group 5 will be called to the front of the room to present their cartoon. The teacher will display Group 5’s cartoon on the overhead projector. Group 5 will present.
• Group 6 will be called to the front of the room to present their cartoons. The teacher will display Group 6’s cartoon on the overhead projector. Group 6 will present.
• After all presentations are finished, the teacher will pose these questions to the whole class:
  ○ What people did McCarthy find suspicious? Why these people?
  ○ What groups did McCarthy find suspicious? Why?
  ○ What aspects of daily life were affected by the fear of communism in America?
  ○ Why were people so willing to believe Joseph McCarthy?
• For an exit slip today, summarize in your own words Americans’ fear of communism during the Cold War. There are five minutes remaining in class to write this brief summary. These will be collected on your way out. INFORMAL CHECK.

Closure: 3 minutes
• Today we learned about Americans’ fear of communism and analyzed “McCarthyism” in America. Tomorrow we will look at American foreign policy issues including the Cuban Missile Crisis.
• What was McCarthy famous for again? Why did Americans fear communists so much?
• Please hand me your exit slips on the way out of class. No homework tonight; continue to work on your Cold War essay that is due on Monday.

Differentiated Instruction:
• Enrichment: Advanced students will be required to answer the “Level 3” analysis questions by themselves instead of with the group.
• Intervention: Intervention students will be paired with non-intervention students during the cartoon activity. The teacher will assist these students during the 15 minute activity.
• Accommodation: These students will receive individual copies of their group’s cartoon and will only be responsible for turning in “Level 1” questions on the analysis worksheet.
“McCarthyism” Political Cartoons

Group 1 Cartoon:

Group 2 Cartoon:
# Cartoon Analysis Worksheet

## Level 1

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words (not all cartoons include words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List the objects or people you see in the cartoon.</td>
<td>1. Identify the cartoon caption and/or title.</td>
</tr>
<tr>
<td>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</td>
<td></td>
</tr>
<tr>
<td>3. Record any important dates or numbers that appear in the cartoon.</td>
<td></td>
</tr>
</tbody>
</table>

## Level 2

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Which of the objects on your list are symbols?</td>
<td>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</td>
</tr>
<tr>
<td>3. What do you think each symbol means?</td>
<td>5. List adjectives that describe the emotions portrayed in the cartoon.</td>
</tr>
</tbody>
</table>

## Level 3

A. Describe the action taking place in the cartoon.

B. Explain how the words in the cartoon clarify the symbols.

C. Explain the message of the cartoon.

D. What special interest groups would agree/disagree with the cartoon's message? Why?
Day 10
Daily Lesson Plan

Day: (Day 10)

Objectives:
- **TSW:**
  - Analyze the causes and effects of the Cuban Missile Crisis (DOK 4).
  - Identify why people feared a nuclear war during the Cold War years (DOK 1).

Materials:
- Black paper to cover windows
- Nuclear alarm sound clip
- “Duck and Cover- Part 1 (1951)” video clip
- “Nuclear Arms Race and Fear” article
- “Living in Fear during Cold War” article
- “Cuban Missile Crisis- Three Men Go to War/The Scariest Speech Ever Given” video clip
- “Cuban Missile Crisis Cause and Effect Worksheet”

Opening (Set): 5 minutes
- Before class, the teacher will make sure that the windows in the classroom have been covered using black paper.
- The students will enter a classroom that has been “blackened out.”
  - No lights, windows covered, etc.
- The teacher will instruct the students to put their backpacks at the front of the room and return to their seats silently. No one is allowed to talk in the classroom at this point.
- Once all students are in their desks, the teacher will present this scenario to the students:
  - Students, we have just received word that Russia is aiming missiles at our country. We are about to experience a nuclear fallout. Do not be afraid, just listen to my instructions and everything will be okay.
  - At this point the teacher will play this nuclear alarm sound clip:
    - [Link to YouTube video](https://www.youtube.com/watch?v=l2Fgu1UIIS0)
  - Students, quickly and quietly get under your desk and get in the position you would for a tornado drill. This is the only safe position.
    - The teacher will get in this position, too.
    - The teacher will keep the sound clip playing for 1:30 minutes until “the coast is clear.”
    - After 1:30, the teacher will “check her email” (acting) and tell students that the threat has been put down. They may now get their backpacks and go back to their desks.
- In case you did not catch on, this was a fictional scenario we just went through. Do not be alarmed. We are not in any sort of immediate danger. This was just an activity.
  - Were you scared? How did that feel?
- Did you know that students back in the 1960’s used to have to practice the same drill that we just did? Back then, the threat of a nuclear war breaking out loomed over everyone’s head at all times. Can you imagine living in that sort of fear?
- Today we are going to identify why people feared a nuclear war during the Cold War so much. We are also going to look at one particular example of this- the Cuban Missile Crisis. We will examine the causes and effects of this event. Here we go!
Learning Tasks (Procedures): 40 minutes

- **Like I said, drills like the one we did were common during the Cold War years. In fact, they had their own name- Duck and Cover drills.**
- **Let’s take a look at an educational film that schools used to play for their students to teach them what to do in case an atomic bomb went off in our country.**
- **While we watch this video, write down one observation about why people feared nuclear war during the Cold War.**
- **Play “Duck and Cover- Part 1 (1951)” video:** [https://www.youtube.com/watch?v=IodP88RggWs](https://www.youtube.com/watch?v=IodP88RggWs) **(4:59)**
- **After the video, call on two students to share the observations they wrote down.**
- **To understand why people feared a nuclear war better, let’s read two articles.**
- **Pass out “Nuclear Arms Race and Fear” and “Living in Fear during the Cold War” articles.**
- **The students will read these articles on their own (15 minutes).**
- **The students will be instructed to identify 2 reasons why people feared nuclear war during the Cold War (5 minutes).**
- **The teacher will collect the reasons each student wrote down following 5 minutes.**
- **Now that we understand why people feared a nuclear fallout, let’s look at one event that almost led to the real thing- the Cuban Missile Crisis.**
- **Before we start analyzing the causes and effects of this event, we are going to watch a short clip about the Cuban Missile Crisis to put things into perspective.**
- **Play “Cuban Missile Crisis- Three Men Go to War/The Scariest Speech Ever Given”**
  - [https://www.youtube.com/watch?v=sp6FQvVLUos](https://www.youtube.com/watch?v=sp6FQvVLUos) **(3:14)**
- **Did that video make any of you uneasy? The speech that JFK gave regarding the Cuban Missile Crisis is often referred to as “The Scariest Speech Ever Given” as many people who watched it thought that they probably wouldn’t live due to a nuclear war this crisis would begin.**
- **So let’s look at the causes and effects of this event more closely.**
- **The teacher will pass out “Cuban Missile Crisis Cause and Effect Worksheet” to every student.**
- **We will work through the causes of the Cuban Missile Crisis together, and then, tonight for homework you will be responsible for investigating and analyzing the effects of the Cuban Missile Crisis on your own. Let’s begin with the causes. You should fill these into the appropriate boxes as we go through them.**
  - **Cause #1**
    - **Superpower tension**
      - This included all the tensions that had grown up between Russia’s assertive ‘peaceful competition’ and Kennedy’s promise to be tough on Russia – including the space race, the arms race and nuclear testing, American funding of anti-Communists in Vietnam and Laos, the failed Vienna summit (1961) and the Berlin Wall.
      - Why were these tensions so heated?
  - **Cause #2**
    - **Fidel Castro’s Cuba**
• In 1959, Fidel Castro took power in Cuba. This was very threatening to the USA because it was right next to America. In 1960, Castro made a trade agreement with Russia, whereby Cuba sent sugar to Russia, in return for oil, machines and money. This frightened the Americans more, and in 1960 they stopped trading with Cuba. In retaliation, Cuba nationalized all American-owned companies.

  - Why did Americans see Castro as a threat?
    - Cause #3
      - The Bay of Pigs
        - In April 1961 the CIA encouraged, funded and transported an attempt by anti-Castro Cuban exiles to invade Cuba. It failed miserably, greatly embarrassing Kennedy. In September 1961, therefore, Castro asked for – and Russia publicly promised – weapons to defend Cuba against America.

  - Why was the Bay of Pigs an important cause of the Cuban Missile Crisis?

• For homework tonight, you will investigate the effects of the Cuban Missile Crisis. There are many effects we can consider, but you only have to choose three to list and analyze on your worksheet. This will be due tomorrow at the beginning of class.

• I have one last question I want you to ponder before we wrap up class today.
  - Does the pervasive fear of nuclear war still consume the thoughts of countries in the world today? [ACADEMIC PROMPT]
  - Does anyone have any thoughts they would like to share with the class?

Closure: 5 minutes

- Today we learned about the fear of nuclear war and the Cuban Missile Crisis during the Cold War.
- What did we learn about Americans’ fear of nuclear war? What led to the Cuban Missile Crisis?
- As your exit slip today, you must name at least one reason that Americans’ feared a nuclear fallout during the Cold War. [INFORMAL CHECK]
- Tomorrow, we will be looking at the Vietnam War. Have a great afternoon and remember to complete your homework assignment tonight.

Differentiated Instruction:

- **Enrichment:** Advanced students will be responsible for naming the 3 causes of the Cuban Missile Crisis on their own instead of having the teacher discuss the answers through with them.
- **Intervention:** Intervention students will read the 2 articles with a partner instead of on their own.
- **Accommodation:** Accommodation students will not be required to participate in the set activity. If the alarm noise or dark classroom upsets these students, they may choose to opt out of this portion of the lesson. They will also have a reading partner to read the articles out loud to them while they follow along with their own copy of the texts.

Sources:
The nuclear arms race was a competition for supremacy in nuclear weapons between the United States and Soviet Union during the Cold War. Although over the years other countries would also develop their own nuclear weapons, none engaged in warhead production on the same level as the two superpowers. (See diagram at right and graph below.)

Immediately following World War II, the United States was the only country with nuclear weapons. The Soviets exploded their first bomb in 1949.

From then on, America and the Soviet Union began a massive buildup of thousands of nuclear weapons. They also developed weapons much more destructive than those used on Japan at the end of WWII. Eventually both sides had enough weapons to guarantee the complete destruction of both countries with the push of a few buttons. Even if one side was attacked, the other could launch their own missiles in a matter of minutes (especially from submarines that constantly roamed the oceans waiting for orders). The total destruction of both countries that was sure to follow was known as “mutually assured destruction.”

The nuclear arms race began to slow down during the 1970’s as new American and Soviet leaders agreed to stop building certain types of missiles used to launch nuclear warheads. This was known as Détente (which means a relaxing or easing of tensions). However, with the election of President Ronald Reagan in 1980, the arms race started up again. Reagan claimed that America was still threatened by communism and needed more protection against a Soviet attack. He claimed that the previous Presidents who reduced American nuclear warhead production was soft on communism.

By the middle of the 1980s, the American and Soviet economies were beginning to suffer. The Soviets, however, could not keep up with the large amount of American military spending. By the end of the1980’s, new Soviet leader Mikhail Gorbachev switched government spending away from the military to fixing economic problems at home. This change in Russian economic focus brought about the reduction of nuclear stockpiles for both countries. This put an end to the nuclear arms race.

The nuclear arms race played an important role in the Cold War as both governments spent billions on weapons and people constantly lived in fear of a nuclear war.

Gorbachev and Reagan reducing arms
Living in Fear during the Cold War

During the Cold War, many Americans lived in constant fear that a nuclear war could happen at any moment. Most historians agree that if a war ever broke out directly between the United States and the Soviet Union, it would surely have involved nuclear weapons. Given the enormous numbers of warheads stockpiled by both superpowers during the Cold War, the idea of “mutually assured destruction” seemed entirely possible. American culture reflected the fears of the time in several ways.

Some American families built fallout shelters in their back yards or basements. In the event of a nuclear explosion nearby, people believed fallout shelters would provide safety for the occupants inside.

Fallout shelters would be filled with food, water, beds, and other common necessities in order for the families to survive extended stays inside the shelter. Other items included radios with extra batteries and flashlights.

Another example of dealing with fear during the Cold War took place in American schools. Duck and Cover was a suggested method of personal protection against the effects of a nuclear weapon which the United States government taught to generations of United States school children from the late 1940s into the 1980s.

This was supposed to protect them in the event of an unexpected nuclear attack which, they were told, could come at any time without warning. Immediately after they saw a flash they had to stop what they were doing and get on the ground under some cover—such as a table, or at least next to a wall—and assume the fetal position, lying face-down and covering their heads with their hands.

Supporters argued that thousands of lives could be saved through this precaution. Without it, people would instead run to windows to find the source of the big flash. During this time a shock wave would cause a glass implosion (to explode inward rather than out), shredding onlookers with flying glass.
Today, "Drop, Cover and Hold On" is taught in areas where earthquakes are likely to occur. Schools in some tornado-prone areas of the United States also practice tornado drills that involve children squatting and covering the backs of their heads.

Fear of a nuclear attack lasted throughout the Cold War. Fallout shelters and “duck and cover” were just two examples of how the Cold War affected many Americans during that time. While difficult for the post-Cold War generations to appreciate, the fear of a nuclear attack was constantly on the minds of millions of Americans.
Cause and Effect

CUBAN MISSILE CRISIS
Cause and effect answer key:

Causes:
1. Superpower tensions
2. Fidel Castro’s Cuba
3. Bay of Pigs

Effects
1. Khrushchev lost prestige— he had failed. Particularly, China broke from Russia.
2. Kennedy gained prestige. He was seen as the man who faced down the Russians.
3. Both sides had had fright. They were more careful in the future. The two leaders set up a telephone “hotline” to talk directly in a crisis.
4. In 1963, they agreed a Nuclear Test Ban Treaty. Cuba was the start of the end of the Cold War.
5. Cuba remained a Communist dictatorship, but America left it alone.
Day 11
Daily Lesson Plan

Day: (Day 11)

Objectives:
- TSW:
  - Develop a logical argument for or against the Vietnam War through an American perspective (DOK 3).
  - Define “Vietnamization” (DOK 1).

Materials:
- “Fortunate Son- Vietnam War” video clip
- Textbook
- Paper and pencils
- Projector and screen

Opening (Set): 7 minutes
- Good afternoon! Your Cold War Essays are due today. Please put them in the “Homework Bin” before class starts. Thank you.
- Today we are going to be talking about a very controversial event in American and World history- The Vietnam War!
  - We will be developing arguments for and against the War as well as defining the process of taking Americans out of the fighting, known as “Vietnamization.”
- Before we get started though, who can tell me one way that people expressed their support or their disapproval of the Vietnam War back in the 1960’s?
  - Many people did this through music!
  - Some famous anti-war songs include: “For What It’s Worth” by Buffalo Springfield, “Imagine” by John Lennon, and “War- What Is It Good For” by Edwin Starr.
- Now, I am an oldies music fan to the core, and one of my favorite bands is Creedence Clearwater Revival. In honor of the Vietnam War and my love for CCR, we’re going to watch a video montage of the war set to one of my favorite- and of course, Vietnam War based- songs: “Fortunate Son.” While you watch this video, be sure to pay attention to the images used that depict scenes from the battlefields. Also, be sure to listen to lyrics of this song to pick up on the Vietnam War undertones the Stones used.
- Play “Fortunate Son- Vietnam War” video clip: https://www.youtube.com/watch?v=ev4xj0y5jbQ (2:22)
- What did you think about some of the images you saw? What about particular lyrics that you noticed?
- As we begin our lesson today, keep in mind how this War related to the Cold War in general. Here we go!

Learning Tasks (Procedures): 40 minutes
- Classroom Discussion on the Vietnam War:
  - If the Cuban Missile Crisis was the most dangerous moment in the Cold War, from an American perspective the Vietnam War was even more damaging internally. American military advisers had been sent to South Vietnam in the 1950’s as the French were being forced to withdraw from the country by Vietnamese nationalists.
American involvement increased under President Kennedy, and under President Johnson, the United States began to commit large numbers of American troops to helping non-communist South Vietnam defend itself against the communist government of North Vietnam, which was supported by the Soviet Union.

- Let’s stop right there, so this was a communist vs. non-communist conflict, right? And what does that make us think about? It makes us think about the Cold War conflict in general! Communists vs. capitalists. Democracy vs. communism.
- Which side was communist?
- Which side was fighting the communists?
- Which side did America support?
- Which side did the Soviet Union support?

As the war dragged on during the 1960’s, it soon caused major unrest in the United States. Many antiwar protesters, particularly college students and civil rights supporters, expressed their discontent by staging demonstrations on university campuses.

- Why do you think this upset young people so much?
- Have you ever heard of something called conscription or a draft?

The protesters argued that United States involvement in Vietnam caused needless loss of life. The antiwar protests reached their height in 1968.

Now that we know the basics about the Vietnam War, we are going to do an activity.

The objective of this activity is to develop logical arguments for or against the Vietnam War through an American perspective.

The teacher will divide students into pairs.

The teacher will ask each pair to pretend that they are good friends who are 18 years old in 1971.

- In the scenario:
  - The students are both well educated and aware of major news events (including important political speeches), and they’ve each given a good deal of thought to how the U.S. government should handle the Vietnam situation.
  - They’ve also both received draft notifications and have been called to active duty in Vietnam.

The teacher will instruct one student in the pairs to pretend that he or she is in favor of the war, and the other will be opposed to the war.

Students are to work together and create a conversation they might have had when discussing their reactions to being drafted.

- Instructions- the dialogues should address:
  - What each person thinks about the war
  - How each person justifies his or her opinions about the war
  - Each side must provide specific examples and rationales to support his or her claims either in favor of or against U.S. participation in the war.
    - Students may use textbooks or computers to find supporting evidence.

Students will have 25 minutes to complete this activity.
• **Students, you may now begin. After 25 minutes, I will collect the conversations.**

• The teacher will monitor the activity by walking around the classroom during the 25 minutes.

• After 25 minutes have passed, the teacher will collect the conversations created by each pair.

• *In 1969, Richard Nixon took over as President. Among the challenges that he faced was the increasingly unpopular and economically burdensome war in Vietnam.* Hoping to avoid outright defeat, Nixon sought a way to end American involvement in Vietnam “with honor.”
  - *What does “with honor” mean?*

• **Has anyone heard of the phrase “Vietnamization?”**
  - Vietnamization was a U.S. policy of giving the South Vietnamese government responsibility for carrying on the war, so as to allow for the withdrawal of American troops.

• *On January 27, 1973, Communist negotiators finally accepted a comprehensive agreement, known as the Paris Peace Accords, to end the Vietnam War.*

• President Nixon managed to extract the United States from Vietnam, but the effects of the war on American society persisted.
  - *How do you think this continued to affect Americans?*

• The war left particularly deep scars on the American national identity. It had inflicted a heavy human toll and placed a substantial burden on the nation’s economy. With the fall of South Vietnam to the communists, as well, the war seemed like an utter failure of U.S. power. As a result, many Americans began to doubt the wisdom of the U.S. continuing to play a leading role on the world stage.

• *For your exit slip today, you need to write down the definition of “Vietnamization.”* If needed, you may look in your book for help. **INFORMAL CHECK.**

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**Closure:** 3 minutes

- Today we developed arguments for and against the Vietnam War through an American perspective and talked about “Vietnamization.”
  - *Who can name reasons people supported the War?*
  - *Who can name reasons people were against the War?*
  - *What was “Vietnamization?”*

- Please turn in your exit slips to me as you leave class.

- Tomorrow we will be learning about the fall of communism. Have a great day!

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**Differentiated Instruction:**

- **Enrichment:** Students will be required to define “Vietnamization” without the help of a textbook. The definition will be completed in their own words.

- **Intervention:** For the pair activity, intervention students will be paired with non-intervention students. They will only be required to name their thoughts on the war instead of justifications.

- **Accommodation:** These students will receive a pre-made conversation and will be instructed to only have to decide which side they agree with.

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**Sources:**
https://www.youtube.com/watch?v=ev4xj0y5jbQ
http://dictionary.reference.com/browse/vietnamization
Day 12
Day: (Day 12)

Objectives:
- TSW:
  - Identify Mikhail Gorbachev (DOK 1).
  - Define perestroika, glasnost, and ethnic cleansing (DOK 1).
  - Recall the causes and effects of the fall of communism (DOK 1).
  - Summarize the major problems that faced Russia and other Eastern European nations after the fall of communism (DOK 2).
  - Summarize how the fall of communism contributed to the resurgence of ethnic tensions in Eastern Europe (DOK 2).
  - Create explanatory texts using relevant facts and concrete details (DOK 4).

Materials:
- “Reagan at Brandenburg Gate’ Tear down this wall” video clip
- “Fall of Communism Investigation Activity” Worksheet
- “Ukraine, Russia, and Obama” video clip
- “Cold War in the 21st Century? Academic Prompt Questions” Handout
- Paper and pencils
- Textbook

Opening (Set): 5 minutes
- Good afternoon! We have finally reached our final day of talking about the Cold War. Remember, tomorrow is your final Cold War test. It will cover all of the material we have gone over since the last test we took.
- Today we are going to look at the fall of communism, its causes and effects as well as these things: perestroika, glasnost, ethnic cleansing, Mikhail Gorbachev, and the resurgence of ethnic tensions in Eastern Europe.
- But first let’s discuss what we already know about the end of the Cold War.
- By the early 1980’s, the division of Europe between the communist East and the free West appeared permanent. However, the 1980’s and 1990’s witnessed the total breakdown of communist rule in Eastern Europe.
- Has anyone ever heard the phrase, “Mr. Gorbachev, tear down that wall?”
  - Who said that? When was this said? What wall was he talking about?
- Let’s take a look at Ronald Reagan’s famous speech in which he urges Mikhail Gorbachev to tear down the Berlin Wall.
- Play “Reagan at Brandenburg Gate- Tear down this wall” video clip: https://www.youtube.com/watch?v=YtYdjbpBk6A (1:43)
- What are your thoughts about this speech?
- Were people in the crowd happy or mad? Did they seem to agree with Ronald Reagan’s remarks?
- Today we are going to look into the fall of communism more deeply. Let’s get started!

Learning Tasks (Procedures):
- Today, you are going to be “Fall of Communism Investigators.”
• I will break you into groups of 3 and you will “search” for the answers to a worksheet I have created containing all of the important aspects of the fall of communism and the end of the Cold War.
• The teacher will divide the class into groups of 3.
• The teacher will pass out “Fall of Communism Investigation Activity” Worksheet (attached) to each student.
• The students will have 25 minutes to complete the activity.
• The teacher will monitor and help students throughout the 25 minutes.
• After 25 minutes, the teacher will conduct a classroom discussion.
• Now that you have “investigated” the end of the Cold War, let’s talk about the effects of it.
• Is the Cold War over? You investigated the resurgence of ethnic tensions in Eastern Europe following the fall of communism. Can someone read me their summary of this point?
• Has anyone been keeping up with current events on the news lately?
• Have any of you heard of the tensions going on between Russia and the Ukraine over the past few months?
• Some people have said that these tensions might be the beginning of a second Cold War. President Obama disagrees. Let’s take a look at his remarks made recently.
• Play “Ukraine, Russia, and Obama” video clip:
  o https://www.youtube.com/watch?v=R4848pXK_hk (1:24)
• So what do you think? Do you agree with President Obama? Do you disagree? Will these tensions begin another Cold War?
• Pass out “Cold War in the 21st Century? Academic Promp” Questions” Handout to every student.
  o I have two major questions for you to think about. You will answer these questions in paragraph form. You will research appropriate details to include in your writings for this activity. This will be due next Monday. Here are the two questions:
    ▪ Can the effects of the Cold War still be seen today in the 21st century?
    ▪ The Ukraine and Russia have been in the news lately due to unrest in the vicinity. Are the regional strains between those two countries results of the ethnic tensions brought on by the fall of communism in the 1900’s?
  o You are to answer each of these questions separately by including supporting evidence to back up your arguments. (This is an integrated language arts activity)

Closure:
• So today we studied the fall of communism. Who was Mikhail Gorbechev? What was perestroika? What was glasnost? What was ethnic cleansing?
• Exit Slip: Before you leave you must tell me either one cause or one effect of the fall of communism. INFORMAL CHECK.
• Remember your test is tomorrow, and it will only cover the information we’ve studied since the last test. If you have any additional questions about the test, I will be in my classroom to give extra help this afternoon. Good luck studying!
Differentiated Instruction:

- **Enrichment:** Instead providing definitions to Perestroika, Glasnost, and Ethnic Cleansing, these students will name the causes and effects of each term during the “Investigation” activity.

- **Intervention:** Intervention students will be paired with non-intervention students for the group activity. These students will receive attention from the teacher during the activity, as well. Intervention students will only answer one of the academic prompt questions instead of two.

- **Accommodation:** These students will only answer one of the academic prompt questions and will have extended time to turn in the assignment (3-5 extra days). They may present the research they find to the academic prompts orally to the teacher instead of in written form.

Sources:

https://www.youtube.com/watch?v=YtYdjbpBk6A
https://www.youtube.com/watch?v=R4848pXK_hk
FALL OF COMMUNISM INVESTIGATION
ACTIVITY

DIRECTIONS: As an “investigator,” you will research the answers to these questions. You may use your textbook or any other materials to find the answers.

1. Identify Mikhail Gorbachev.
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

2. Define “perestroika.”
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

3. Define “glasnost.”
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

4. Define “ethnic cleansing.”
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

5. Name the role that Gorbachev’s reforms played in the breakup of the Soviet Union.
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
6. What were the causes of the fall of communism?

7. What were the effects of the fall of communism?

8. Summarize the major problems that faced Russia and other Eastern European nations after the fall of communism.

9. How did the fall of communism contribute to the resurgence of ethnic tensions in Eastern Europe?

Investigation Activity Answer Key:
1. Gorbachev- Soviet leader who initiated major economic and political reforms in the 1980’s.
2. Perestroika - restructuring of the Soviet Union’s political and economic system.
3. Glasnost - openness of the Soviet Union’s political and economic systems
4. Ethnic cleansing - campaign of terror and murder to drive Muslims out of parts of Bosnia that the Bosnian Serbs claimed for themselves
5. These reforms created tension in the Soviet society as well as hardships. Glasnost also helped to fuel tensions among the various ethnic groups and nationalities of Soviets, which contributed to the Soviet republics’ demands for independence.
6. Failure of Gorbachev’s reforms
7. After the fall of communism, republics of the former Soviet Union began the transformation to democracy and an economy based on free enterprise. Great economic changes and instability took place, and in Russia, although some people enjoyed newfound wealth, many people suffered severe deprivations. Political challenges and uncertainty also faced these new republics.
8. The new freedoms in Eastern Europe released old ethnic tensions. Czechoslovakia split in two, and Albania experienced civil unrest. In Yugoslavia, a violent civil war broke out among different ethnic groups. The Serbs’ attempts to dominate the country led to the rise of Croatian and Slovenian nationalism.

Cold War in the 21st Century?

Academic Prompt Questions

Directions: Answer each of these questions in 1 to 2 paragraphs. You must use supporting evidence for both answers. Please use your
textbook, the Internet, or any other sources you have to research these questions thoroughly. Please put a lot of thought into each prompt. Your responses must be typed. Citations need to be attached on a separate “Works Cited” page. If you use direct information from a source, it must be surrounded by quotations in your paper.

**Question 1:** Can the effects of the Cold War still be seen today in the 21st century?

**Question 2:** The Ukraine and Russia have been in the news lately due to unrest in the vicinity. Are the regional strains between those two countries results of the ethnic tensions brought on by the fall of communism in the 1900’s? Why or why not? *Please develop the situation between the countries in your paragraphs before elaborating on your response to this question.*

Day 13
Daily Lesson Plan

Day: (Day 13)
Objectives:
  • TSW:
    o Take the “Cold War in the Modern Era” Test today

Materials:
• “The Cold War in the Modern Era” Test copies
• Pencils
• Teacher answer key

Opening (Set): 3 minutes
• Good afternoon! You will have 3 minutes to review over your notes and materials before we begin the test.
• The teacher will start a 3 minute countdown.
• After 3 minutes, the teacher will tell students to clear their desks. All they need is a pencil to take the test.
• After I pass the test out to you, you may begin. You will have the entire class period to take the test. When you finish, raise your hand, and I will come collect the exam from you. Use the time after the test to work on your Cold War projects that are due tomorrow in class.

Learning Tasks (Procedures): ~45 minutes
• The teacher will pass out a copy of “Cold War in the Modern Era” test to each student.
• The students will have the whole class period to take the test.
• The teacher will monitor the test while walking around the classroom.
• As students begin to finish, they will be instructed to work on the assignment that is due at the beginning of the class tomorrow.
• The teacher will give a 10 minute warning once only 10 minutes are left in the period.

Closure: 2-3 minutes
• Students, you have 10 minutes remaining to complete your test. After 10 minutes, I will collect the test from you.
• Once all students have finished:
  o Remember that your Cold War Projects are due tomorrow! We will due presentations all day tomorrow in class. I am excited to hear each of your presentations!

Differentiated Instruction:
• Enrichment: These students will not have a multiple choice section on the test. They will answer those questions without the 4 possible answer choices given to them.
• Intervention: These students will receive extra time to complete their tests.
• Accommodation: These students will receive extra time to complete their tests. They will be allowed to take their tests alone versus in the classroom with all of the other students. They will not be responsible for the short answer portion of the test.

NAME_________________________ DATE___________________ PERIOD__________

THE COLD WAR IN THE MODERN ERA TEST

Section A: Short Answer questions; answer the questions in the space provided below.
I. How did the Cold War affect the Civil Rights Movement in the United States?

II. Summarize the Americans’ fear of communism during the Cold War.

III. Name a reason why some Americans supported the Vietnam War.

IV. Name a reason why some Americans disapproved of the Vietnam War.

V. Summarize the major problems that faced Russia and Eastern European nations after the fall of communism.

VI. Summarize how the fall of communism contributed to the resurgence of ethnic tensions in Eastern Europe.
Section B: Multiple Choice; write the correct answer choice in the blank provided.

I. _______ Which was a domestic problem American Presidents faced after WWII?
   a. Civil Rights Movement
   b. Korean War
   c. Vietnam War
   d. Cuban Missile Crisis

II. _______ Which was not a cause of the Cuban Missile Crisis?
    a. The Bay of Pigs
    b. Tensions between world superpowers
    c. Dr. Martin Luther King’s “I’ve Been to the Mountaintop” speech
    d. Fidel Castro’s Cuba

III. _______ Which was an effect of the Cuban Missile Crisis?
     a. Cuba became a democratic nation
     b. Russia detonated an atomic bomb to destroy the United States
     c. Kennedy resigned from office
     d. Khrushchev lost prestige

IV. _______ What was “Vietnamization”?
    a. Sending care packages to Vietnam soldiers
    b. U.S. policy of giving the South Vietnamese government responsibility for carrying on the war while withdrawing American troops.
    c. Sending more troops to Vietnam to fight the Vietcong
    d. Anti-war protest song popular in the 1960’s

V. _______ What was “glasnost?”
   a. Openness of the Soviet Union’s political and economic systems
   b. A prison known for making prisoners work in concentration camps
   c. A way for Soviets to keep Americans out of their country
   d. A division among the many ethnic groups in the Soviet Union

VI. _______ What was “ethnic cleansing?”
    a. Making Russian bathe with their ethnic peers
    b. Sending all the Russians to America
    c. Sending of Americans to Russia
    d. Campaign of terror and murder to drive Muslims out of parts of Bosnia that the Bosnian Serbs claimed for themselves

VII. _______ What was a cause of the fall of communism?
    a. Americans dropping bombs on the Soviets
    b. Failure of Gorbachev’s reforms in the USSR
    c. Civil war outbreak
    d. Sweeping illness across the USSR which took out a number of communists
VIII. ________ Which one of these answers is an effect of the fall of communism?
   a. Everyone became wealthy and rich
   b. There were no problems or uncertainties for newly formed republics to face
   c. Republics of former Soviet Union began the transformation to democracy and an economy based on free enterprise
   d. America invaded Russia and took over

Section C: True/False; write T in the blank for True & write F in the blank for False

I. ________ “McCarthyism” aimed at making all Americans communists.
II. ________ People never feared a nuclear war during the Cold War years.
III. ________ Mikhail Gorbachev was the leader of the USSR that initiated major economic and political reforms in the 1980’s.
IV. ________ “Perestroika” was the restructuring of the Soviet Union’s political and economic systems.

Cold War in the Modern Era Test Answer Key

Section A:
I. We were going all over the world trying to stop the spread of communism and help countries become the best they could be but back at home we were oppressing African Americans, denying them equal rights, and treating them as second class citizens. This inspired many civil rights leaders to speak up and fight for their rights at home.
II. The Cold War contributed to feelings of insecurity for many Americans. Many people did not understand why the U.S. had allowed the USSR to spread its influence. Americans feared having their rights and freedoms taken away. Anyone who was seen as “different,” normally was accused as a communist.

III. We were fighting to stop the spread of communism and helping the South Vietnamese fight for independence and freedom in their country.

IV. The war had a huge casualty rate and many argued it was a needless loss of life and loss of money.

V. Republics of the former Soviet Union began the transformation to democracy and economy based on free enterprise. Great economic changes and instability took place, and in Russia, although some people enjoyed newfound wealth, many people suffered severe deprivations. Political challenges and uncertainty also faced these new republics.

Section B:
  I. A
  II. C
  III. D
  IV. B
  V. A
  VI. D
  VII. B
  VIII. C

Section C:
  I. F
  II. F
  III. T
  IV. T

Day 14
Day: (Day 14)
Objectives:
• TSW:
  o Analyze how propaganda affected the Cold War (DOK 4).
  o Present group “Cold War Propaganda Video Projects” to the class.
Materials:
- Student Projects
- Computer
- Projector and screen
- “Cold War Propaganda Video Project” Grading Rubric
- Paper and pencils

Opening (Set): 3 minutes
- Good afternoon! Before we get started with our presentations, I need one representative from each group to bring me any jump drives or other means of playing your video.
- Please find your groups and sit with your group members for the presentations.
- After all groups are seated together, begin presentations.

Learning Tasks (Procedures): 45 minutes
- The teacher will call on groups to present.
- There should be 5 groups presenting today.
- The teacher will have 5 copies of the grading rubric for the projects.
- Group 1 will present their video to the class.
- The teacher will ask if any students have any questions following the presentation.
- Group 2 will present their video to the class.
- The teacher will ask if any students have questions following the presentation.
- Group 3 will present their video to the class.
- The teacher will ask if any students have questions following the presentation.
- Group 4 will present their video to the class.
- The teacher will ask if any students have questions following the presentation.
- Group 5 will present their video to the class.
- The teacher will ask if any students have questions following the presentation.
- What have each of these videos taught us about propaganda during the Cold War?
- For an exit slip today, please write down one way propaganda affected the Cold War.

INFORMAL CHECK.

Closure: 2-3 minutes
- This wraps up our Cold War unit! Who can read me one thing they wrote down on their exit slips about propaganda in the Cold War?
- Remember that your academic prompts are due next Monday!
- Our next unit will be the Modern World History- 1990’s and Beyond!
- Have a great afternoon. See you tomorrow!

Differentiated Instruction:
- **Enrichment:** These students will write a brief analysis of how the propaganda they depicted in their own videos reflected the purpose of propaganda during the Cold War as their exit slip instead of what the rest of the class is doing.
- **Intervention:** Intervention students were put in groups with non-intervention students for their projects. They will present with non-intervention students.
• **Accommodation:** These students were also put in groups with non-intervention/accommodation students. They will have assistive technology to help them with their presentations in front of the class if needed.

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**Cold War Propaganda Video Project**

**Purpose:** To further our knowledge and understanding of the ways the media influenced public opinion during the Cold War Era.
**Method:** Students will work in groups to create a short digital video production.

**Reading Assignment:** All groups will read an article found at this website http://manspropaganda.wordpress.com/the-cold-war/ to understand how propaganda affected the Cold War before beginning their projects.

**Presentation:** The digital videos will be presented to class with a brief explanation of what Cold War Era theme it demonstrates and will also be loaded on YouTube.

Presentation day: **THURSDAY after our second Cold War Test**

Possible video topics/themes:
- Nuclear warfare fears (duck & cover, bomb shelters, fear of Soviet attack on U.S.)
- Promotion of U.S. capitalism over Soviet communism
- Propaganda commercial on what U.S. would be like under Soviet communist rule.
- Propaganda commercial promoting fear of communism by portraying life in the Soviet Union.
- Promotion of containment doctrine. Military commercial promoting containment of communism.
- Red Scare – Fear of communists infiltrating the United States. A commercial promoting the fear of communists in the U.S. How to identify a communist?
- What it means to be a good American.
- 1950's commercial showing social and gender norms of the 1950’s.
- If you have other ideas of Cold War themes or other kinds of videos, talk to the instructor.
- McCarthyism and Black Listing in Hollywood.

**BE CREATIVE!**

This assignment is intended to engage our creative/artistic students. You will not be graded on how perfectly your production is edited, but on how well your production represents one of the above Cold War themes.

**HOW TO DIVIDE UP YOUR GROUP**

Assign roles:
1. Writers/idea people. Write out a script with scenes and dialogue.
2. Actors – Act out the production.
3. Videographer – the person behind the camera.
4. Editor(s) – the person who edits the footage into a production.

**Examples** (do not merely remake a commercial. You can use real commercials as a basis, but make sure that your production is somehow original).

http://www.youtube.com/watch?v=_oBUBFieN1U (Montage of Cold War propaganda themes)

http://www.youtube.com/watch?v=SkYl_AH-qyk&feature=related (How to Spot a Communist)
<p>| Content | The project has a clear focus related to the chosen topic and one or more of the following elements; reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic. Excellent evidence of student learning and efforts are reflected in student’s project. | The project has a clear focus related to the chosen topic and one or more of the following elements; reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic. Excellent evidence of student learning and efforts are reflected in student’s project. | There is focus that is maintained throughout the project. The project presents information in an accurate and organized manner that can be understood by the intended audience. Adequate evidence of student learning and efforts are reflected in student’s project. | The project has a focus but may stray from it at times. There is an organizational structure, though it may not be carried through in a consistent manner. There may be factual errors or inconsistencies, but they are relatively minor. Less than adequate evidence of student learning and efforts are reflected in student’s project. | Content Score is |
| Layout/Design | Organization of presentation is excellent. Transitions add to the viewer's understanding of the topic. Titles are added to enhance understanding. | Sequence of project components is clear and evident. Transitions provide easy movement from one scene to another. Titles are used and add to the video's flow. | Adequate preparation and sequence is shown. Transitions are adequate. Titles are present. | Either lack of preparation or illogical sequence. Transitions are choppy or distract the viewer. Titles are not present or distract from the overall video. | Layout/Design Score is |
| Technical Elements | The camera work is smooth and the focus is crisp. Sound and visual files are distortion free. Transitions are timed for smooth movement between scenes. Titles are legible. There are The camera work is generally smooth and the focus is usually crisp. Sound and visual files are mostly distortion free. Transitions | The camera work may be choppy or panning is too fast. Sound and visual files may have some distortion but it doesn't distract the viewer. There are some technical | The camera work is choppy and the scenes are blurry or panning is too fast. Sound and visual files contain significant distortion. Transitions are awkward between | Technical Score is |</p>
<table>
<thead>
<tr>
<th>Technical Problems</th>
<th>Movement Between Scenes</th>
<th>Presentation Followability</th>
<th>Titles Legibility</th>
<th>Technical Difficulties</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Few technical problems, and none of a serious nature.</td>
<td>Provide a smooth movement between scenes. Titles are mostly legible. There are few technical problems.</td>
<td>Problems, but the viewer is able to follow the presentation.</td>
<td>Scenes. Titles are illegible. Technical difficulties seriously interfere with the viewer’s ability to see, hear, or understand content.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Appearance**

<table>
<thead>
<tr>
<th></th>
<th>The project compels the audience's attention.</th>
<th>The project is interesting to an audience beyond the students who created it.</th>
<th>The project is interesting to the students who created it.</th>
<th>The project is lacking in its ability to create interest.</th>
<th>Appearance Score is</th>
</tr>
</thead>
</table>

Sources:
http://ushistoryclass.wordpress.com/2012/02/17/cold-war-propaganda-project/
http://manspropaganda.wordpress.com/the-cold-war/