Lesson Title: Being an American During the Cold War
Teacher: John Smith
Content Area/Class: U.S. History
Unit: Cold War
Time: 2-90 minute class periods

SOL/Standard(s) Strand:
VUS.13 The student will demonstrate knowledge of United States foreign policy since World War II by b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;

Inquiry Question: (Enduring Understanding(s)/Big Idea(s)):
- How did the Cold War affect the U.S. domestic policies and American society?

Essential Questions (list only those applicable to this lesson):
- What was the impact of the Cold War on Americans at home?

Essential Understanding(s) (refer to VA SOL Curriculum Framework, if applicable. Summarize):
- The Cold War set the framework for global politics for 45 years after the end of World War II. It also influenced American domestic politics, the conduct of foreign affairs, and the role of the government in the economy after 1945.

Essential Skill(s) (refer to VA SOL Curriculum Framework, if applicable. Summarize):
Formulate historical questions and defend findings, based on inquiry and interpretation. (VUS.1c) Develop perspectives of time and place. (VUS.1d) Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. (VUS.1g)

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<tr>
<th>Blooms Taxonomy</th>
<th>Levels of Inquiry</th>
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<td>Create</td>
<td>Level 1: Confirmation—Students confirm a principle through an activity in which the results are known in advance.</td>
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<td>Evaluate</td>
<td>Level 2: Structured inquiry—Students investigate a teacher-presented question through a prescribed procedure.</td>
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<td>Analyze</td>
<td>Level 3: Guided inquiry—Students investigate a teacher-presented question using student designed/selected procedures.</td>
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<td>Apply</td>
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<td>Understand</td>
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LESSON PLAN – 5-E Model

ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions:
Students will watch the 1951 film “Duck and Cover”, produced by the US government for students during the Cold War. After watching this video, have students “Think-Pair-Share” with a partner discussing how the video makes you feel in general, what it shows about America during this time period, and how does it relate to current policies you face as a student?

https://www.youtube.com/watch?v=1KqXu-5jw60
### Explore: Lesson Description – Materials Needed / Probing or Clarifying Questions:
Students will individually analyze primary source documents using the activity handout to determine their meaning.

### Explain: Concepts Explained and Vocabulary Defined:
In groups of 3 or 4, assign each group a document from the worksheet and the corresponding question. Have each group peer review and come to a consensus about the meaning of the document and present to the class during discussion.

The following criteria should be discussed:

**Effect of Cold War on Domestic Policy**
- Doc 1 – Federal government established a loyalty program
- Doc 2 – HUAC searched for Communists
- Doc 3 – Concerns about war were greater than concerns about domestic issues
- Doc 4 – Federal government put Julius & Ethel Rosenberg on trial
- Doc 5 – Federal government encouraged the building of bomb shelters
- Doc 6 – Science became more important in American education as a result of Sputnik
- Doc 7 – Lottery draft system for American males
- Doc 8 – Percent of federal monies spent on defense increased between 1950-1960

**Effect of Cold War on American Society**
- Doc 1 – Membership in certain organizations became grounds for termination of employment or not being hired for a job
- Doc 2 – HUAC disrupted the lives of many Americans
- Doc 3 – Americans were worried about war between 1953-1962
- Doc 4 – Rosenberg trial created divisiveness in the U.S. with some believing the federal government went too far in hunting for Communists
- Doc 5 – Families built bomb shelters – American people became fearful
- Doc 6 – General education suffered at the expense of science education
- Doc 7 – American males became subject to the draft on their 18th birthday
- Doc 8 – Percentage of federal budget spent on defense limited spending in other areas – reduced domestic spending

### Elaborate: Applications and Extensions:
Students will demonstrate their knowledge and understanding of the key concepts covered in the documents analysis as they pertain to the driving question. Students are free to choose from the following group of options to demonstrate their knowledge:
- Documentary (Newscast)
- Essay (front page news article, blog response)
- Graphic Novel
- Presentation (Animoto, Prezi)

Guidelines: Be sure to address the question by incorporating the information from the documents and relevant outside information. Support the theme with pertinent facts, examples, and details.

### Evaluate:
- **Formative Monitoring (Questioning / Discussion):** Guided document analysis and class discussion
- **Summative Assessment (Quiz / Project / Report):** Project

### Elaborate Further / Reflect: Enrichment:
In the mindset of a student from the 1950s-60s, write a letter to your future self about what it was like to be an American and a student during that time period. Reference key concepts from the American lifestyle and education system at the time.