



The Cold War: Culture of the 1950's

<https://www.loc.gov/item/2002722137/>

Overview/Prior Knowledge

Students should possess historical background knowledge about the development and use of the atomic bomb during World War II. Soon after the Allied Powers secured victory in Europe and the Pacific, tensions increased between the United States and the Soviet Union regard the future of post-war Europe. The Red Scare of the Fifties, created a fearful culture in the United States as citizens were warned to take action to remain safe against the potential threat of a nuclear war with the Soviet Union. Throughout the 1950's, there were sites in the United States devoted to testing nuclear weapons.

Objective

- The students will examine textual and visual sources related to the use of the atomic bomb and its societal impact.
- The students will analyze textual visual primary sources related to the use of the atomic bomb and its societal impact.
- The students will respond to a critical thinking question regarding the threat of nuclear war in the 1950s.

Time Required

50 minutes

Recommended Grade Range

6-8; 9-12

Subject/Sub-subject

United States History, English Language Arts

Standards

Social Studies

WH.11 Analyze the period of post-World War II recovery and realignment, emphasizing the social, economic, and political effects of the Cold War.

1. Examine the international development of the post-World War II world by analyzing various economic, political, and military shifts of the Cold War era (e.g. effects of the Truman Doctrine and the Marshall Plan in Europe and Southeast Asia, nationalism in Africa and the Middle East, détente in China, and the fall of Communism in the Soviet Union).

US.9 Post WWII to 1960's: Outline and summarize the international role of the United States from 1945 through 1960 including the domestic impact of the early Cold War on national security, individual freedoms, and changing culture

8. Identify the importance of the following on cold war tensions: Berlin Blockade, Berlin Airlift, NATO, Warsaw Pact, iron curtain.
9. Evaluate the role, function, and purpose of the United Nations (UN).

US.14 Examine the emergence of the Conservative Movement and its impact on domestic policies and international issues.

1. Describe significant foreign and domestic issues of presidential administrations from Richard M. Nixon to the present, examples: Nixon's policy of détente; Cambodia; Watergate scandal; pardon of Nixon; Iranian hostage situation; Reaganomics; Libyan crisis; end of the Cold War; Persian Gulf War; impeachment trial of William "Bill" Clinton; terrorist attack of September 11, 2001; Operation Iraqi Freedom; war in Afghanistan; election of the first African-American president, Barack Obama; terrorism; global warming; immigration.

AWG.9 Describe and analyze boundaries and political entities and the cooperation and conflicts that occur among them.

1. Analyze the advantages and disadvantages of political and other boundaries that are based on physical and human factors.
2. Explain how countries and organizations make agreements to cooperate in managing natural resources.
3. Describe how conflict occurs at the international level because of disagreements over the division, control, and management of natural resources.

AWG.12 Evaluate the concept of natural resources and the changes in the spatial distribution, quantity, and quality of resources through time and location.

1. Describe the role of culture in perceptions and uses of resources.
2. Distinguish and analyze renewable and nonrenewable resources with respect to suitability, viability, and sustainability.
3. Assess how the most common resources of the contemporary world are extracted, refined, and transported.

ITG.7 Explain the patterns and networks of economic interdependence on Earth's surface.

3. Analyze the impact of economic interdependence and globalization on places and their populations and environments.

4. Describe how integrated transportation and communication networks provide the infrastructure essential to economic interdependence at local to global scales.

7C.3 Explain the geographic patterns of economic interactions.

1. Identify primary, secondary, and tertiary economic activities in the U.S. and other countries.
2. Distinguish between subsistence and commercial livelihoods.
3. Identify ways that economic interaction and globalization occur in the contemporary world and in the past.

English Language Arts

CCSS ELA LANGUAGE STANDARDS:

CCSS ELA SPEAKING AND LISTENING STANDARDS:

SL.6-8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6-8.1.A: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6-8.1.B: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6-8.1.C: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6-8.1.D: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6-8.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6-8.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS ELA READING STANDARDS:

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Library of Congress – Teaching with Primary Sources Skills:

- Analyze primary sources to formulate questions that connect to the topic of study.
- Examine primary sources closely to form conjectures about their meaning and intent.
- Investigate issues of cause and effect, causality, context, and continuity and change
- Corroborate information using additional primary and/or secondary sources to form and test hypotheses.

Highlighted Strategies

- Response Groups (TCI)
- Quick Write Exit Ticket

Credits

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Materials

- “Photographs and Pamphlet about Nuclear Fallout”
<https://www.archives.gov/education/lessons/fallout-docs>
- “Children of the Atomic Bomb” <https://www.archives.gov/education/lessons/fallout-docs>
- Roe, M. (2014) “The Psychological and Physical Effects of the Hiroshima in 1945”
<https://www.archives.gov/education/lessons/fallout-docs>
- “Civil Defense: Fall Out Shelter” <https://www.archives.gov/education/lessons/fallout-docs>
- “Living in the Atomic Age: Remember these images?”
<http://www.npr.org/sections/pictureshow/2011/03/17/134604352/images-of-the-atomic-age>

Procedures

Introduction

- At the beginning of class, students will be informed that they will be practicing a new safety drill. For two minutes, students are to assume a crouching position under their desks while covering their heads. After the drill, the teacher will ask the following debriefing questions:
 1. How did you feel when you were informed that you would be practicing a new safety drill?
 2. From what danger, do you think, would this drill protect you?
 3. Do you think this drill would protect you in the event of a nuclear war?
 4. If not, what safety drill would you recommend?
- Next, students will watch the notorious “duck and cover” public safety announcement (PSA), produced by the Federal Civil Defense Administration, at this link:
<https://archive.org/details/gov.ntis.ava11109vnb1> (0:00 to 3:44). Then, the teacher will ask the following discussion questions:
 1. What is the aftermath of a nuclear bomb?
 2. What is the poison we are afraid of with nuclear bombs?
 3. Would ‘duck and cover’ protect you from radiation?
 4. Why would the U.S. government create this ‘duck and cover’ PSA knowing that it wouldn’t protect you?
 5. What was the main point or goal of this PSA?”
- As a result of this discussion, students will recognize that that the “duck and cover” public safety announcement was intended to help people feel safe. As societal apprehensions increased during the Red Scare, calming peoples’ fears regarding a potential nuclear attack was a primary goal.

During

- Response Groups (TCI): Threat of Nuclear War--The teacher will set up stations or centers around the room selecting a combination of **materials** and **resource guide** images (see below) consistent with the academic and developmental needs of the students. At each station, use a combination of primary document(s) and image(s) on various aspects of the nuclear war threat. Working in Response Groups gives students opportunities to tackle uncertainties in social studies, especially where civics and responsibility comes into play. The students are able to think through the threat and use of nuclear warfare and the societal impact, along with a group of their peers, by examining and analyzing primary sources (both textual and visual).
 - Step 1- Challenge students to discuss controversial and complex issues.
 - The teacher will present the students with the question, “Are the use of nuclear weapons ever justified?” The students will write down their preliminary ideas and answers to the question, and the students will revisit a related question at the end of the lesson. The social and cultural impact of the nuclear warfare is especially relevant with current events happening in the United States.
 - Discussions of issues from different points of views help the students to understand the complexity of social studies.
 - Step 2- Create heterogeneous groups and a suitable classroom arrangement.
 - The teacher will create mixed-ability groups before class. The teacher will give clear verbal and visual directions for where students should sit.
 - Mixed ability groups allow for students to explore different perspectives and ideas.
 - As the students are rotating throughout the stations, the teacher should be circulating throughout the classroom to offer support, keep students on track, and facilitate questioning.
 - Step 3- Prepare students to answer provocative thinking questions.
 - The students will rotate to centers where there will be primary sources related to the nuclear war threat of the 1950s. The students will gather evidence to decide what is happening in the images at each center.
 - It is important that the students are able to discover information on their own through analyzing and discussing what they see in the images and textual resources.
 - Step 4- Allow groups time to prepare their responses.
 - The teacher will assign the role of a presenter to one member of each group. This student makes sure that each of the other students in the group shares their ideas and will also act as the presenter for the group in the whole class discussion.
 - Each group will share what they discovered and the evidence they collected connecting to the original critical thinking question, “Are the use of nuclear weapons ever justified?” The students will use the evidence they have gathered and interpreted from the various primary sources to provide support for their stance on the overall critical thinking question, “Are the use of nuclear weapons ever justified?”
 - Step 5- Facilitate a lively class discussion.

- The teacher will ask several presenters to share the ideas from their groups, specifically if any group had different opinions than those already stated.
- If the students do not have multiple points of view, the teacher should promote deeper thinking by arguing and voicing the unheard perspectives. Hearing the other perspectives challenges students to support their ideas with examples and evidence.

Closure

- Exit Ticket- TSW reflect on the nuclear war response group activity. TSW produce a quick write about their views on nuclear war and the government's role in protecting citizens. TSW will write a paragraph (5 sentences) and submit it as they leave the classroom.
 - What did the U.S. government do in the 1950s to protect its citizens from nuclear war?

Assessment

Formative: Students will be graded on their participation in the Response Groups.

Summative: Student will be evaluated on their completed Exit Ticket using the following criteria:

- a. Students must write at least one paragraph that answers the prompt.
- b. Students must use proper spelling and grammar.
- c. Students must provide at least three pieces of evidence from at least two primary sources to support their response.

Differentiation

- The students can be grouped and paired in a way that complements their individual needs.
- The primary source documents used have different levels of difficulty to accommodate different Lexile levels.
- This lesson uses visual, verbal, and hands on ways to learn to accommodate most learning styles.

Teaching with Primary Sources Resource Guide

Title: The Cold War: Culture of the 1960's

Historical Background:

The first set of images (1 & 2) reveals the power of the atomic bombs dropped on Nagasaki, Japan. The second set of images (3 & 4) focuses on the testing and development of nuclear weapons during the nuclear arms race between the United States and Soviet Union. The final image focuses on the impact nuclear weapons had on the American culture during the 1950's.



Primary Source 1:

Title: Nagasaki, Japan under atomic bomb attack/ U.S. Army A.A.F. Photo

Link: <https://www.loc.gov/item/2002722137/>

Purpose: The purpose of this image is to help students understand the power and devastation brought by the atomic bomb.



Primary Source 2:

Title: Nagasaki, Japan after atomic bombing/ U.S. Army A.A.F. photo

Link: <https://www.loc.gov/item/91482332/>

Purpose: The purpose of this image is to help students understand the devastation produced by the atomic bomb dropped on Nagasaki.



Primary Source 3:

Title: Aerial view of mushroom cloud from atomic bomb, Bikini Atoll in the Pacific

Link: <https://www.loc.gov/item/2002720297/>

Purpose: The purpose of this image is to help students understand the power and devastation brought by the atomic bomb.



Primary Source 4:

Title: [Nevada- Frenchman's Flat- members of 11th AB Div. kneel on ground as they watch mushroom cloud of atomic bomb test]

Link: <https://www.loc.gov/item/2006688661/>

Purpose: The purpose of this image is for students to see that servicemen witnessed a nuclear explosion and were exposed to radiation.



Primary Source 5:

Title: Mothers protest bomb test Women carrying signs parade in single file past entrance to U.S. Atomic Energy Commission offices in New York Nov. 1. In a simultaneous demonstration in the city of some 200 women from Connecticut, New Jersey and New York picketed outside the Soviet U.N. Delegation building on Park Avenue at E. 68th Street. The demonstrations were said to be sponsored by the Women's Direct Action Project, a nonpolitical group, whose protests here were described as part of nationwide "Women's Strike for Peace."

Link: <https://www.loc.gov/item/2016647750/>

Purpose: The purpose of this image is for students to see that not everyone was in favor of the “bomb” and its use.

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