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| Activity 1: United States During the Cold War: Cold War Culture |
| **Time Needed:** 112 Minutes  **Written By:** Kimberly Shopiro  **Teaching Strategy:** Infusing Current Events |
| Description |
| This activity introduces students to the “culture of fear” within the United States during the Cold War. Students will begin the activity by briefly reviewing the conclusion of World War Two and the concepts of Democracy and Communism. This will be followed by an examination of the atmosphere of suspicion and anxiety within the United States during the Cold War years through the lens of several genres of media. In the next segment of the activity, students will be introduced to the concept of McCarthyism and to the “Hollywood Blacklist”. This discussion will be coupled with a current events article, for example voicing concerns about fear of Islam becoming the “New McCarthyism”. To conclude the activity, students will have the opportunity to write a short Culture Piece that demonstrates their knowledge of McCarthyism and the social context of America during the Cold War. This will enable students to practice necessary skills and prepare to consider the Cold War through the lens of media during the culminating activity. |
| Strands and Expectations |
| **Strands**  Communities: Local, National and Global  Citizenship and Heritage  Methods of Historical Inquiry  **Overall Expectations**  **COV.03** - evaluate the key factors that have led to conflict and war or to cooperation and peace.  **CHV.03 -** analyze different forms of artistic expression and how they reflect their particular historical period  **HIV.02** - critically analyze historical evidence, events, and interpretations  **HIV.04** - demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.  **Specific Expectations**  **CO3.01** – demonstrate an understanding of the key factors that have led to conflict and war  **CO3.02** – demonstrate an understanding of the consequences of war  **CH3.04** – assess the extent to which art reinforces and/or challenges prevailing social and political values  **HI2.01** – demonstrate an ability to distinguish bias, prejudice, stereotyping or a lack of substantiation in statements, arguments and opinions  **HI4.04** – demonstrate an ability to work independently and collaboratively and to seek and respect the opinions of others. |
| Prior Knowledge |
| * From their previous unit on World War II, students will have a basic understanding of the relationship between the United States and the USSR and knowledge about the conclusion of WWII * From the introductory activity for this unit, students will have a general understanding of the Cold War and its effects/influences * Students will have been introduced to Media Literacy (specifically around the unit’s critical question) in the introductory activity for this unit in addition to other course work. |
| Planning Notes  es |
| * The teacher selects a textbook and/or other resources that summarize and demonstrate the culture of fear and suspicion in the United States during the Cold War. * The teacher selects several varied American Art/Media primary sources from the Cold War period * The teacher creates: a discussion questions sheet for art/media group presentations, a self-reflection assessment form for art/media group presentation, a peer assessment form for art/media group presentations, and a checklist for items to be included in the Hollywood Blacklist Culture piece. * Teacher books any necessary equipment for media/art pieces (TV and VCR, computer, etc.) and makes photocopies of any artwork, novel excerpts, etc and for the Media Rich film clip * Teacher finds a current newspaper/magazine article or news segment related to McCarthyism today for the class to review |
| Teaching and Learning Strategies  es |
| 1. The teacher will introduce the American perspective during the Cold War with a review of the conclusion of WWII, including the rising tensions between Soviets and Americans at the Yalta and Potsdam conferences. The teacher can then review the conflicting ideologies of American democracy and Soviet Communism, asking students to contribute their prior knowledge about these two beliefs. During this discussion and diagnostic assessment, the students and teacher will together organize the key differences of these ideologies into a Compare and Contrast Diagram (Appendix 2.1). After having solidified students’ understanding of Democracy, Communism and the tension between the USSR and the United States, the teacher can ask students to brainstorm why the US would have been suspicious of the USSR and Communism, and how these fears would have been compounded by the invention of nuclear weapons, such as the atomic bombs that ended WWII. This brainstorming can be done on the blackboard/whiteboard/SMARTBoard in the form of a sunshine wheel or a concept map. 2. Having discussed why there was tension between the United States and the USSR during the Cold War, students can now delve into how suspicion and fear of the USSR and Communism were apparent within the American society through American Art and Media with short, informal small group presentations. 3. The teacher can organize the students into several small groups of 4-5 students, assigning each group with a primary art or media piece from the Cold War. (The teacher should be sure to include a variety of formats: visual, audio or written. Some suggestions that the teacher might consider including are the “Duck and Cover Commercial”, Bob Dylan protest song-lyrics, an excerpt from a Cold War novel, news coverage of Churchill’s “Iron Curtain” speech, a “Build Your Own Fallout Shelter” advertisement, abstract artwork from the Cold War period, etc.) 4. Along with their primary source, students will be given a set of discussion questions regarding that source (Appendix 2.2)   Note: The teacher should remember to incorporate Bloom’s taxonomy into these discussion questions). The group members can choose or randomly draw their roles within group to ensure that all students participate. Suggested roles may include: Facilitator (ensures that all group members have the opportunity to participate); Recorder (records answers for the group discussion on the questions); Reporter (will share the groups conclusion on the media/art piece with the rest of the class.  NOTE: if the teacher makes groups larger than 4 students, additional students can share this role); Timekeeper (this student ensures that the group remains on task and uses their time efficiently).   1. After the groups have reached a consensus on their questions, the class can reunite for short, informal presentations on their findings. Each group’s Reporter(s) can read/play/demonstrate their art/media piece and summarize their group’s reaction and responses to the questions. 2. The assessment for this presentation will be twofold: first, each student will write a short (2-4 sentence) reflection that states their contribution to the group and something interesting that they learned about their Media/Art piece (see Appendix 2.3), and secondly, students will assess their peers’ presentations using a short checklist with space for them to demonstrate their listening (see Appendix 2.3). 3. Following all of the presentations, the class as a whole can consider the critical question for the unit, in relation to the American perspective: “To what extent did media influence perspective during the Cold War?” 4. In the final segment of the activity, students will be introduced to the concept of “McCarthyism”. The teacher can begin with a very brief description how Senator Joseph McCarthy and the House of Un-American Activities Committee searched for Communists or Communist supporters within the United States by accusing many people with little or no proof. The students can be asked how McCarthyism would have changed people’s lives and reputations, and contributed to the growing culture of fear and suspicion within the United States during the Cold War. The teacher can then present the students with a current newspaper article.   Suggestion: if applicable, the teacher may choose to show students an article about the possibility that a fear of Islam is becoming the New McCarthyism in the United States. Students are encouraged to share their opinions on this article in a “think-pair-share” activity and can be asked if they can think of any other signs of McCarthyism in current society.   1. In the assessment for this activity students will create a “Culture Piece”, focusing on the trial of a member of the Hollywood Blacklist. Students are able to demonstrate their knowledge and understanding of McCarthyism, the Hollywood Blacklist and the social atmosphere in the United States during the Cold War by applying that knowledge to an imagined Hollywood celebrity of their own creation. To introduce the activity, the teacher can show students an 8 minute “Media Rich” movie clip, entitled “The Cold War: Part – 4: Reds Under The Bed (part 1 of 2), available on youtube. This short movie clip addresses McCarthy’s Communist witch-hunt, and in particular showcases the “Hollywood Blacklist”. 2. After providing students with instructions and the rubric (Appendix 2.4), teacher may choose to go over an exemplar of a Culture Piece from a current website or newspaper, noting the importance of perspective and that students should be striving to write this piece from the realistic perspective of an American citizens living during the Cold War 3. While writing their Culture Piece, students will be given a checklist of items to be sure to include within their writing (Appendix 2.5). 4. Students should make up the name and works of their celebrity, their own magazine or newspaper, and the quotations from any bystanders, the celebrity, the accuser, etc., as is shown on the checklist 5. After completing their Culture Piece, students have the option to display their work around the room, and all students can circulate around the room reading the different articles in the “gallery” before the teacher collects the Culture Pieces. |
| Assessment and Evaluation |
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| Accommodations |
| * This lesson was designed to incorporate visual, auditory, oral and written elements to engage and accommodate different learning styles and needs, including multiple intelligences, IEPs and ELLs. * For ELL students or students with IEPs, the teacher may opt to provide a written list of jargon or vocabulary that will be used during this activity * Students who are not comfortable with spoken English or with speaking in front of the class can choose a role in the Media presentation that allows them to demonstrate their skills and knowledge in other ways * ELL students should have the option to write their Culture Piece in their own language and translate it * This lesson incorporates current events to engage students, show the applicability of history to the modern world and to demonstrate the influence of history on current society |
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| Resources  **Electronic Resources**  **Student**  <http://www.youtube.com/watch?v=TnNGQwbxcHs&feature=related>  **Teacher**  <http://www.youtube.com/watch?v=-2kdpAGDu8s>  <http://www.lyricsmode.com/lyrics/b/bob_dylan/masters_of_war.html>  **Print Resources**  Quinlan, Don et al. Twentieth Century Viewpoints: An Interpretive History of the 21st Century. Don Mills: Oxford Canada*,* 2003. |
| Appendices |
| Appendix 2.1 – Compare and Contrast Organizer  Appendix 2.2 – Sample Discussion Questions / Worksheet for Media/Art Presentation  Appendix 2.3 – Self and Peer Assessments – Reflection on Art/Media Presentation  Appendix 2.4 – Teacher Rubric for Hollywood Blacklist Culture Piece  Appendix 2.5 – Checklist for Hollywood Blacklist Culture Piece |