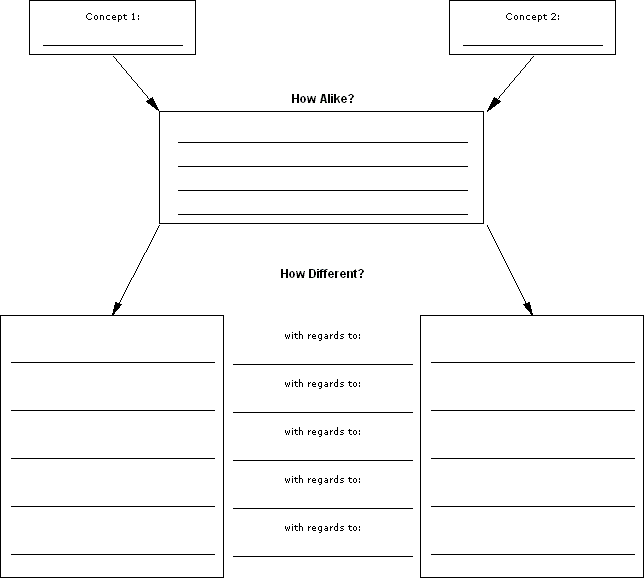
Appendix 2.1– Compare and Contrast Organizer

**Compare and Contrast Organizer**



Appendix 2.2 - Sample Discussion Questions / Worksheet for Art/Media Presentation

**Sample Discussion Questions Worksheet for Art/Media Presentations**

|  |
| --- |
| American Cold War Culture:  Art and Media Small Group Discussions  Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. What is being said or depicted in this art/media piece? 2. Who could have created this art/media piece? 3. Who is the target audience of this art/media piece? 4. What do you think that this art/media piece is trying to tell the audience? 5. Why do you think that the creator of the art/media piece felt that this was an important message to give to the American public during the Cold War? 6. How does this art/media portray that message? Is it effective in relaying that message? Why or why not? 7. How do you think Americans would have reacted to this art/media piece during the Cold War? Why would they have reacted in that way? 8. How do you think people from the USSR would react to this art/media piece? 9. What biases, prejudice or lack of evidence do you see present in this art/media piece? 10. Do you think that this art/media piece challenged or reinforced popular American beliefs during the Cold War? Why or why not? 11. How would this art/media piece by received by Canadian or American society today? |

**Self Assessment – Reflection on Art/Media Presentation**

Appendix 2.3 - Self and Peer Assessments – Reflection on Art/Media Presentation

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| --- |
| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Art/Media Piece: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  My contribution to the group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Something interesting that I learned about my art/media Piece: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Peer Assessment – Checklist for Art/Media Presentations**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| My Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Media/art piece being assessed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Members of group being assessed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  |  |  | | --- | --- | --- | | Criteria: | Checkmark for Completion: | What I’ve learned from this presentation… | | 1. Group presented their art/media piece |  |  | | 2. Group identified who created art/media piece |  |  | | 3. Group identified target audience |  |  | | 4. Group discussed the potential effects of art/media piece on target audience |  |  | | 5. Group discussed potential for bias or lack of evidence in Media/Art piece |  |  | | 6. Group discussed whether Media/art piece challenged or reinforced mainstream American beliefs during the Cold War |  |  | |

**Teacher Rubric for Hollywood Blacklist Culture Piece**

Appendix 2.4 – Teacher Rubric for Hollywood Blacklist Culture Piece

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Level Four** | **Level Three** | **Level Two** | **Level One** |
| **Knowledge/ Understanding** |  |  |  |  |
| - Student demonstrates an understanding of the social climate in the USA during the Cold War | - Student demonstrates an excellent understanding of the social climate in the USA during the Cold War | - Student demonstrates a good understanding of the social climate in the USA during the Cold War | - Student shows some understanding of the social climate in the USA during the Cold War | - Student demonstrates minimal or no understanding of the social climate in the USA during the Cold War |
| - Student demonstrates understanding of McCarthyism and the “Hollywood Blacklist” | - Student demonstrates an excellent understanding of McCarthyism and the “Hollywood Blacklist” | - Student demonstrates a good understanding of McCarthyism and the “Hollywood Blacklist” | - Student demonstrates some understanding of McCarthyism and the “Hollywood Blacklist” | - Student demonstrates minimal or no understanding of McCarthyism and the “Hollywood Blacklist” |
| - Student demonstrates understanding of the conflict stemming from the Cold War | - Student demonstrates excellent understanding of the conflict stemming from the Cold War | - Student demonstrates a good understanding of the conflict stemming from the Cold War | - Student demonstrates a moderate understanding of the conflict stemming from the Cold War | - Student demonstrates minimal or no understanding of the conflict stemming from the Cold War |
| **Communication** |  |  |  |  |
| - Student clearly and effectively communicates their ideas and information | - Student very clearly communicates their ideas and information, with great effectiveness | - Student clearly communicates their ideas and information, with considerable effectiveness | - Student somewhat clearly communicates their ideas and information, with some effectiveness | - Student does not very clearly communicate their ideas and information, with limited effectiveness |
| - Student writes from the perspective of an American citizen living during the Cold War | - Student realistically writes from the perspective of a contemporary American citizen with great effectiveness | - Student realistically writes from the perspective of a contemporary American citizen with good effectiveness | - Student realistically writes from the perspective of a contemporary American citizen with some effectiveness | - Student realistically writes from the perspective of a contemporary American citizen with limited effectiveness |
| - Student understands and incorporates bias, prejudice and/lack of evidence | - Student demonstrates an excellent understanding and incorporation of bias, prejudice and lack of evidence | - Student demonstrates a good understanding and incorporation of bias, prejudice and lack of evidence | - Student demonstrates a moderate understanding and incorporation of bias, prejudice and lack of evidence | - Student demonstrates a limited or no understanding and incorporation of bias, prejudice and lack of evidence |
| **Application** |  |  |  |  |
| - Student works independently and manages time efficiently | - Student demonstrates an excellent ability to work independently and manage time efficiently | - Student demonstrates a good ability to work independently and manage time efficiently | - Student demonstrates some ability to work independently and manage time efficiently | - Student demonstrates little ability to work independently and manage time efficiently |
| - Student applies historical truths to imagined scenarios | - Student is very successful in their realistic application of historical truths to imagined scenarios | - Student is successful in their realistic application historical truths to imagined scenarios | - Student is somewhat successful in their realistic application of historical truths to imagined scenarios | - Student has limited success in their realistic application of historical truths to imagined scenarios |
| - Student demonstrates the consequences of the Cold War on the life/reputation of the celebrity and other American citizens | - Student very successfully demonstrates the consequences of the Cold War on the life/reputation of the celebrity and other American citizens | - Student successfully demonstrates the consequences of the Cold War on the life/reputation of the celebrity and other American citizens | - Student somewhat successfully demonstrates the consequences of the Cold War on the life/reputation of the celebrity and other American citizens | - Student demonstrates the consequences of the Cold War on the life/reputation of the celebrity and other Americans citizens with limited success |
| **Thinking/ Inquiry** |  |  |  |  |
| - Student demonstrates creativity and historical imagination by creating a realistic celebrity hearing | - Student demonstrates a outstanding level of creativity and historical imagination by creating a realistic celebrity hearing | - Student demonstrates a good level creativity and historical imagination by creating a realistic celebrity hearing | - Student demonstrates a moderate level of creativity and historical imagination by creating a realistic celebrity hearing | - Student demonstrates a low level of creativity and historical imagination in their creation of a realistic celebrity hearing |

Appendix 2.5 – Checklist for Hollywood Blacklist Culture Piece

**Checklist for Hollywood Blacklist Culture Piece**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Be sure to include….**  My Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  |  | | --- | --- | | Name of journalist (my own real name) |  | | Name of newspaper or magazine and title of this article |  | | Name of Hollywood celebrity on trial |  | | The crime that this celebrity is accused of |  | | The evidence (or lack of evidence) against this celebrity |  | | The atmosphere in the audience of this trial |  | | The celebriy’s statement of guilt or innocence |  | | Quotations from bystanders, the celebrity or the accuser(s) |  | | The journalist’s (remember: stay in character!) thoughts on the hearing |  | |