**Cold War Website Directions**

Appendix C.1 – Cold War Website Directions

Description of Culminating Activity

Throughout this Unit you will have many opportunities to look at Media from the Cold War and to consider its significance. You will also do considerable web research and learn different approaches for understanding history. As a class, we will discuss how historical event are depicted differently depending on the source of information and the bias / stereotypes that a particular source may have.

Your task is to create the content for a website geared towards other high school students who may study Media and the Cold War. Keeping this audience in mind, you will write an essay response to the question “To what extent did media influence perspective during the Cold War?” You will need to “take a stance” on this question and have a clear thesis. This essay will be posted on the website along with a series of media texts and visuals (see below).

There is no right or wrong answer to the question. Rather, the important thing is how well you argue your point. You will back up your thesis by providing examples of media texts that support your argument. For example, if you think that Media was not truly persuasive because it was heavily monitored you may want to refer to an example from the Hollywood Blacklist. Alternatively if you think Media was very persuasive, you may want to discuss a piece of revolutionary media or propaganda. The media texts you select will make up the visual content of the website. You need to discuss three media texts, one of which was NOT discussed in class. A booklet of optional media choices is included in this package. You will need to submit these media texts to your teacher electronically.

The challenge in this exercise is to present the people who view your website with your opinion as well as historical information (event, key figures, context, etc) and an analysis of each media text. Remember that your audience may have very little knowledge of the Cold War. Therefore it is essential that you provide background knowledge and a clear explanation and analysis of the texts. As your audience will be other high school students, think about the websites we view throughout this unit. What is helpful? What works well?

You will be given a graphic organizer with a series of questions to help you formulate your website text. The text should be written as a series of paragraph similar to those you would find on a website. Grammar and editing are essential. For any additional media texts, please provide MLA references. All text should be in Times New Roman 12pt font, double space. The written component of this assignment should be between 750-1000. Your assignment should be submitted electronically.

You are not in charge of creating the website itself, but rather are in charge of creating the content to go on the website. You are welcome to work on this throughout the unit on your own time. However, Computer Lab time will be available on the final two days for students to type up their website draft. You are welcome to bring support materials to this class period.

**Planning for Your Cold War Website**

Appendix C.2 – Planning for Your Cold War Website

Use this graphic organizer to help plan your text for the Cold War Website. You can complete this graphic organizer using either point form or full sentences, whatever works best for you. You may not need to answer all questions in the graphic organizer depending on how you formulate your response. Your final assignment must be typed up in full sentences and submitted electronically.

|  |
| --- |
| Your Name |
| Your Thesis |
| Introduction -*Brief outline of your major points.* |
| Media Text #1 – *What Text are you Analyzing?* |
| What is being said or depicted in this Media Text? *Describe the content of the text – important symbols, words, phrases, figures.* |
| Who might have created this Media Text? Why? *Give either the name of a specific person, government or group of people who may have created this Media Text? Why might they have done so? Did they have an agenda in creating this media text?* |
| Is this Media Text representative of a specific Cold War political view or ideology? |
| What historical and geographical context might this Text have come from? *Describe a geographical location and rough timeframe. Describe key events that relate to this media text.* |
| Who might have been the target audience of this Media Text? *What group of people might this text directed at? Is this group identified nationally, politically, religiously?* |
| What message do you think this Media Text is trying to tell the audience? Why would the creator have thought this was an important message? |
| How do you think this audience might have responded to this Media Text? |
| What biases or prejudices do you see present in this Media Text? |
| Media Text #2 – *What Text are you Analyzing?* |
| What is being said or depicted in this Media Text? *Describe the content of the text – important symbols, words, phrases, figures.* |
| Who might have created this Media Text? Why? *Give either the name of a specific person, government or group of people who may have created this Media Text? Why might they have done so? Did they have an agenda in creating this media text?* |
| Is this Media Text representative of a specific Cold War political view or ideology? |
| What historical and geographical context might this Text have come from? *Describe a geographical location and rough timeframe. Describe key events that relate to this media text.* |
| Who might have been the target audience of this Media Text? *What group of people might this text directed at? Is this group identified nationally, politically, religiously?* |
| What message do you think this Media Text is trying to tell the audience? Why would the creator have thought this was an important message? |
| How do you think this audience might have responded to this Media Text? |
| What biases or prejudices do you see present in this Media Text? |
| Media Text #3 – *What Text are you Analyzing?* |
| What is being said or depicted in this Media Text? *Describe the content of the text – important symbols, words, phrases, figures.* |
| Who might have created this Media Text? Why? *Give either the name of a specific person, government or group of people who may have created this Media Text? Why might they have done so? Did they have an agenda in creating this media text?* |
| Is this Media Text representative of a specific Cold War political view or ideology? |
| What historical and geographical context might this Text have come from? *Describe a geographical location and rough timeframe. Describe key events that relate to this media text.* |
| Who might have been the target audience of this Media Text? *What group of people might this text directed at? Is this group identified nationally, politically, religiously?* |
| What message do you think this Media Text is trying to tell the audience? Why would the creator have thought this was an important message? |
| How do you think this audience might have responded to this Media Text? |
| What biases or prejudices do you see present in this Media Text? |
|  |
| Conclusion |

Appendix C.3 – Cold War Primary Source Booklet

**Cold War Primary Source Booklet**

**Primary Source 1**



Source: http://bookwormroom.wordpress.com/2008/02/11/dumb-question/

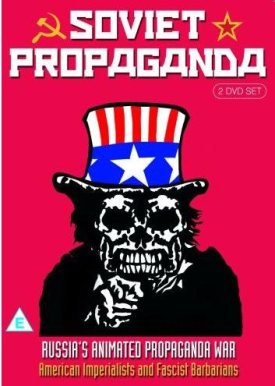
**Primary Source 2**

En eso llegó Fidel / "and then Fidel arrived", Song By Carlos Puebla (Cuba)

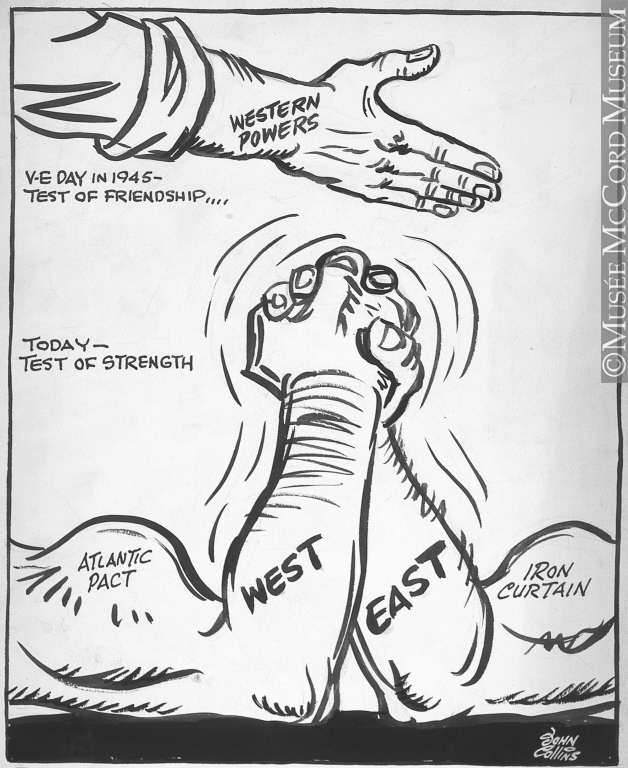
|  |  |
| --- | --- |
| Lyrics  Aquí pensaban seguir ganando el ciento por cierto con casas de apartamentos y echar al pueblo a sufrir y seguir de modo cruel contra el pueblo conspirando para seguirlo explotando y en esto llegó Fidel.  Coda: Y se acabó la diversión, llegó el comandante y mandó a parar. (bis)  Aquí pensaban seguir tragando y tragando tierra sin sospechar que en la sierra se alumbraba el porvenir y seguir de modo cruel la costumbre del delito hacer de Cuba un garito y en eso llegó Fidel  Aquí pensaban seguir diciendo que los cuatreros, forajidos, bandoleros asolaban al país Y seguir de modo cruel con la infamia por escudo difamando a los barbudos, y en eso llegó Fidel.  Aquí pensaban seguir jugando a la democracia y el pueblo que en su desgracia se acabara de morir Y seguir de modo cruel sin cuidarse ni la forma, con el robo como norma, y en eso llegó Fidel. | They were planning to stay on here earning 100% (on their investments) with apartment houses and the like while the people suffered and to continue in a cruel manner conspiring against the people to stay on exploiting it and then Fidel arrived  And that was the end of the party the commander arrived and ordered (all that) to stop  They were planning to stay on here, taking in more and more land without suspecting that in the mountains the future was lightning up and to continue in a cruel manner the custom of crime to turn Cuba into a gambling den and then Fidel arrived.  They were planning to stay on here saying that cattle thieves, outlaws, highwaymen, were destroying the country, and to continue in a cruel way with infamy as their shield defaming the bearded ones, and that's when Fidel arrived.  They were planning to stay on here playing democracy and the people in its misery was to end up their days and to continue in a cruel way without even bothering with appearances with theft as their norm, and that's when Fidel arrived. |

Source: <http://lrc.salemstate.edu/spanishlyrics/fidel.htm>

Primary Source 3



**Primary Source 4**



Musee McCord Museum

<http://www.mccord-museum.qc.ca/en/>