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## **Four Wheels to Survival: Civil Defense During the Cold War. Lesson plan for grades 9 and 10**

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## **Lesson Plans**

### **Four Wheels to Survival: Civil Defense During the Cold War**

**Grade(s):** 9, 10

**Suggested Time:** 1 class period

#### **Materials**

Four Wheels to Freedom Pamphlet from Ohio Memory (link under Resources)

Overhead Projector

Civil Defense Symbol on transparency (from pamphlet)

#### **Core Instruction**

Begin by displaying the civil defense symbol on an overhead projector, and discuss the origin, history, and purpose of the Civil Defense Administration in the context of the Cold War.

Hand out pamphlet to students; have them read and critique it in class discussion.

Compare and contrast ways government and NGO disaster relief agencies inform the public today versus in 1955. Then, compare pamphlet to items on Homeland Security website.

Have students prepare a list of items they feel should belong in a modern survival kit and compare and contrast importance of items in 1955 versus today.

Also have them consider what type of vehicle would be ideal in a disaster (SUV? Hybrid?).

#### **Follow-up Activity**

Brainstorm potential disasters in our current society, and have the students create a pamphlet or poster describing how to be prepared for these disasters. Potential disasters include: natural disasters such as hurricanes, tornados, snow/ice storms; terrorist attack; school invasion.

#### **Assessment**

Students will be evaluated based on their pamphlets and/or posters; and on their survival kit lists.

#### **Standards**

*History 9-10, Benchmark E:* Analyze connections between World War II, the Cold War and contemporary conflicts.

- *Indicator:* Grade 9, GLI 11. Analyze the consequences of World War II including: a. Atomic weapons.
- *Indicator:* Grade 10, GLI 2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on: c. Standard of living.

*Social Studies Skills and Methods 9-10, Benchmark A:* Evaluate the reliability and credibility of sources.

- *Indicator:* Grade 9, GLI 1. Detect bias and propaganda in primary and secondary sources of information.

- *Indicator:* Grade 9, GLI 2. Evaluate the credibility of sources for: a. Logical fallacies; b. Consistency of arguments; c. Unstated assumptions; d. Bias.