Dayton Public Schools 9th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 7: American History 1940-1950

Dayton Public Schools

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## Grade 9

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INTRODUCTORY LESSON

Remembering Pearl Harbor:
The USS Arizona (2-4 days)

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</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Connect developments related to World War I with the onset of World War II:</td>
<td>Core Activity</td>
<td>Pearl Harbor</td>
</tr>
<tr>
<td>7. Analyze the impact of U.S. participation in World War II, with emphasis on the change from isolationism to international involvement including the reaction to the attack on Pearl Harbor.</td>
<td>Students trace the course of the Japanese surprise attack on the U.S. Pacific Fleet at Pearl Harbor, and consider the significance of the sunken USS Arizona as a war memorial.</td>
<td></td>
</tr>
</tbody>
</table>

Find the entire lesson on the Web site: http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/18arizona/18arizona.htm

Interdisciplinary Connection

Language Arts

Differentiated Learning

Enrichment Activity:

- Brief video showing the attack - *Tora, Tora, Tora*, directed by Richard Fleischer and Kinji Fukasaku, Twentieth Century Fox Film Corp., 1970. - Have questions to accompany the video.

- **Activity 1: Comparing Textbook Accounts**

  Using a typical U.S. history textbook, have students read the account of Pearl Harbor. Then have students read the following paragraph that has been translated from a Japanese history textbook of the late 1960s:

  "In April 1941, Japan agreed to a Japan-USSR Neutrality Treaty in order to lessen the military threat to the north. This was followed by the occupation of the southern half of Indo-China by Japanese military forces. In consequence, the American attitude towards Japan hardened, and diplomatic relations between the two countries came to a dead end. The Tojo Cabinet conducted its business in extreme secrecy, and in the pre-dawn hours of December 8, 1941 (December 7, Honolulu time) Pearl Harbor in Hawaii was attacked and war was simultaneously declared against the United States." *International Views of American History*. Boston: Houghton Mifflin, 1969.)

- Ask students to cite differences between the two textbook accounts and discuss why they would differ to such a great degree. Have them develop an outline of the information they think should be included in both U.S. and Japanese textbooks. Compare the outlines and discuss differences in treatment.

**Additional Instruction:**

- **Activity 1: Pearl Harbor and the Casualties of War**

  The attack on Pearl Harbor propelled the nation into a war that lasted for almost four years. On the first day of that war, more than 2,400 Americans died; their average age was 23. Have students consider the impact such enormous losses would have on the American public. Then ask them to imagine they are reporters at the time of the attack on Pearl Harbor.

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Unit Seven: 1940-1950

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Have each student write a short paper describing how they would have covered the news for their local daily papers. They should include information about the surprise attack, the sinking of the USS Arizona, and the statistics about the casualties. Have students work in pairs to correct rough drafts. Have three or four students read their completed features aloud and then hold a discussion on the attack and its results.

- Contrast and compare the attack on Pearl Harbor to the attack of 9-11 on the World Trade Center and the Pentagon and the reaction of U.S. citizens.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
## Memorandum Regarding the Enlistment of Navajo Indians (2-4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geography:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data:</td>
<td>Core Activity</td>
<td>Navajos, propaganda, saboteurs, encrypting, decrypting, anthropologist</td>
</tr>
<tr>
<td>2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources.</td>
<td>During World War II, the U.S. Marine Corps, in an effort to find quicker and more secure ways to send and receive code, enlisted Navajos as &quot;code talkers.&quot; Students examine this event.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Find the entire activity on the Web site:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resource: Optional video- <em>Windtalkers</em> (MGM, 2002) informational site</td>
<td></td>
</tr>
<tr>
<td><strong>Interdisciplinary Connections</strong></td>
<td><strong>Language Arts</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Have students listen to recordings of wartime speeches of Winston Churchill and Franklin Roosevelt and draw conclusions about why these speeches had such powerful, positive effect on their listeners.

- Have students research how America tried to break the German code (could use movie *U-571*, directed by Jonathon Mostow, Universal Pictures, CA, 2000) with U.S. trying to capture enigma machine.

**Additional Instruction:**

- Students will watch the movie *Windtalkers*, directed by John Woo, Metro-Goldwyn-Mayer (MGM), 2002; and write a one page essay on how the Navajo Indians helped in the war efforts.

### Additional Resources

**Web Sites:**

### Powers of Persuasion – Poster Art of World War II (1-2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
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</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance: 11. Analyze the impact of U.S. participation in World War II with emphasis on:</td>
<td>Core Activity</td>
<td>Propaganda, campaign</td>
</tr>
<tr>
<td>a. Events on the home front to support the war effort, including industrial mobilization, women and minorities in the workforce.</td>
<td>The Government launched an aggressive propaganda campaign to galvanize public support for the war, and some of the nation's foremost intellectuals, artists, and filmmakers became warriors on that front. Students view the sources for this campaign.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Connections</td>
<td></td>
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<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Art</td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- Propaganda: Encourage students to create their own World War II poster intended to galvanize public support for the war effort.
- Interested students can read the decisions in the two Supreme Court cases – *Harabayashi v U S* and *Korematsu v U S* which established the legality of the interment of Japanese Americans and write papers commenting on the decisions.

### Additional Instruction:
- Organize students into eight groups. Assign each group one of the following roles: factory owner, factory worker, farmer, federal employee, taxpayer, consumer, draft board member, and a woman. Have each group discuss how their group contributed to the war effort at home, and how the group has been affected by the expansion of government control that accompanied mobilization.
- Work with the class to develop two lists on the board – one with the positive changes the war and its aftermath had on women and minorities and one with the negative effects.

### Informal Assessment

Teachers can create their own assessment based on the lesson content.
Jazz and World War II: A Rally to Resistance,
A Catalyst for Victory (2-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>A. Analyze the influence of different cultural perspectives on the actions of groups:</td>
<td>The activities below help students explore the role of jazz in American society and the ways that jazz functioned as an export of American culture and a means of resistance to the Nazis.</td>
<td>jazz, United Service Organizations (USO), patriotic</td>
</tr>
<tr>
<td>2. Analyze the perspectives that are evident in African-American, American Indian and Latino art, music, literature and media and how these contributions reflect and shape culture in the United States.</td>
<td>Find the entire lesson on the Web site: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=379">http://edsitement.neh.gov/view_lesson_plan.asp?id=379</a></td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connections
Language Arts
Music

**Differentiated Learning**

**Enrichment Activity:**

- Ask student groups to prepare PowerPoint presentations on issues related to jazz and World War II. Some possibilities are the effect of the war experience on musicians, the shift in popularity from swing to bebop, the symbolism associated with World War II era popular songs, and the issue of race in jazz and in World War II.

- Ask students to prepare song lyric analyses of World War II era popular songs. They can access song lyrics to all the most popular songs at [Lyrics World](http://www.lyricsworld.com). Have them try to find recordings of the songs they selected and present the song and their analyses to the class. Possible ideas for analysis could include the following: ways in which women are portrayed; stereotypes which appear in the lyrics; and reinforcement or challenges to American values of the period.

**Additional Instruction:**

- Students can explore the PBS site on Jazz to get a better understanding of how Jazz played an important role during this time period. Allow the students to freely search through this site. [Jazz: A Film by Ken Burns](http://www.pbs.org/kenbush/jazz)

**Additional Resources**

**Video:**

- Jazz, A Film by Ken Burns, (PBS Studios, 2001.)
Web Sites:

- Jazz: A Film by Ken Burns
  http://www.pbs.org/jazz/

Informal Assessment

Teachers can create their own assessment based on the lesson content.
**Instructions to All Persons**

**of Japanese Ancestry (2-3 days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>discrimination, Pearl Harbor, relocation center, evacuee</td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td>This activity is designed to deepen student's understanding of the experience of Japanese internment in the United States during World War II and promote student-centered collaborative inquiry. It is centered around interrogating primary sources and evaluating historical evidence on the World Wide Web and creating hypertext trails to construct knowledge. Find the entire activity on the Web site: <a href="http://historymatters.gmu.edu/d/17/">http://historymatters.gmu.edu/d/17/</a></td>
<td></td>
</tr>
<tr>
<td>11. Analyze the impact of U.S. participation in World War II with emphasis on:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>b. The internment of Japanese-Americans.</td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Have students form groups to research the strained Japanese-United States relationship before the war. Tell students to focus on the response of the United States to Japanese expansion into Manchuria and Japan’s reply, how the Japanese felt about the 1924 immigration laws and how American businesses felt about Japanese imports. After students have completed research, lead a class discussion.

**Additional Instruction:**

- A More Perfect Union
  The Smithsonian Institution Web page [http://americanhistory.si.edu/perfectunion/experience/index.html](http://americanhistory.si.edu/perfectunion/experience/index.html) provides a multi-media tour of an exhibit at the Museum of American History in Washington on the Japanese relocation. Students will watch this exhibit and record facts as they go through it.

### Additional Resources

**Web Sites:**

- A More Perfect Union  
  [http://americanhistory.si.edu/perfectunion/experience/index.html](http://americanhistory.si.edu/perfectunion/experience/index.html)
**National Security –
Japanese Internment (2 days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
</table>
| Citizenship Rights and Responsibilities:  
B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:  
3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including:  
   a. Clear and present danger;  
   b. Compelling government interest;  
   c. National security;  
   d. Libel or slander;  
   e. Public safety;  
   f. Equal opportunity.  | Core Activity  
This lesson teaches students about the balance between national security and individual rights using the Japanese-American internment camps during World War II as the setting. The lesson incorporates photographs from the Manzanar camp in California and a primary source relevant to internment. Using the information, students formulate and present the government’s actions.  

| History:  
F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.  
11. Analyze the impact of the U.S. participation in World War II with emphasis on:  
   b. The internment of Japanese-Americans | Interdisciplinary Connections  
Language Arts |

**Differentiated Learning**

**Enrichment Activity:**
- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**
- The website shares consideration for additional instruction.

**Informal Assessment**
Clearly marked assessment in the lesson.
The War Relocation Camps of World War II: When Fear was Stronger than Justice (3-5 days)

Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary
--- | --- | ---
Citizenship Rights and Responsibilities: | Core Activity | discrimination, relocated centers, Nisei
B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good: | Students learn how national security led the U.S. government to confine nearly 120,000 people of Japanese ancestry to relocation centers in remote areas of the country during World War II. | 
3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including: | Find the entire lesson on the Web site: http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/89manzanar/89manzanar.htm | 
  c. National security; | 
History: | Interdisciplinary Connections | 
F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance: | Language Arts | 
11. Analyze the impact of U.S. participation in World War II with emphasis on: | 
  b. The internment of Japanese-Americans. | 

Differentiated Learning

Enrichment Activity:

- Have students read and then give an oral book report on books that feature young peoples whose lives were upset by the war. One example is Jeanne and James Houston's *Farewell to Manzanar*, the true story of Jeanne Wakatsuki and her Japanese American family at the Manzanar internment camp. This memoir mixes tales of cheerleaders, Boy Scouts, and sock hops with the indignities of barbed wire and armed guards.

- After researching the internment of Japanese Americans, have students write one page reflection paper on why the U.S. Government felt it was necessary to confine Japanese to camps.

Additional Instruction:

- **Being There**
  Ask students to imagine they are Japanese American young people living in California in 1941. Have them create diary entries that describe how they felt when they heard about the Pearl Harbor attack, when they read headlines in the newspapers talking about the need to remove people like them from their homes, when they saw the posted evacuation order, and when they first saw the relocation center. Have students share their work with others and then discuss what they have learned about the relocation.
Additional Resources

Web Sites:

- "War Relocation Authority Camps in Arizona, 1942-1946" on-line exhibit.
  http://parentseyes.arizona.edu/wracamps/index.html

- Report to the President: Japanese-American Internment Sites Preservation,
  http://www.cr.nps.gov/history/online_books/internment/report.htm

- Confinement and Ethnicity: An Overview of World War II Japanese American Relocation Sites,

- Visit the park's Web page
  http://www.cr.nps.gov/history/online_books/anthropology74/index.htm

Informal Assessment

Teachers can create their own assessment based on the lesson content.
History:

F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:

11. Analyze the impact of U.S. participation in World War II with emphasis on:
   b. The internment of Japanese-Americans.

Core Activity

Students examine the treatment of citizens of Japanese and German ancestry during World War II, looking specifically at media portrayals of these groups and internment camps, as historical examples of ethnic conflict during times of trial. Students will also explore the problems inherent in assigning blame to populations or nations of people and look at contemporary examples of ethnic conflict, discrimination, and stereotyping at home and abroad.

Find the entire lesson on the Web site: http://www.pbs.org/americaresponds/tolerance.html

Interdisciplinary Connections

Language Arts

Differentiated Learning

Enrichment Activity:

- Lest We Forget – World War II was not the only time in American history when fear led to persecution, and Japanese Americans were not the only “enemy aliens” detained during the war. Have the class study the treatment of American Indians during the settlement period, Yankees or Rebels during the Civil War, Germans during World War I, Germans or Italians during World War II, or Communists during the Cold War period. Ask the class to find out if their community has ever treated people unfairly out of fear. Discuss the role of acknowledging wrong-doing in healing conflicts. Then ask students to interview someone who experienced such an event or write an essay about one of the situations they researched, including their opinion about whether compensation was due to any person or group, and if the conflict should be memorialized. How would they design a memorial for the situation they researched? What would they write on the memorial and where would they place it?

Additional Instruction:

- From the additional resources in the lesson Web site, have students research the treatment of German Americans (Those living in the U.S.) during WWII. Compare their conditions with those of Japanese Americans. Were they similar, different? Were we justified in putting both in camps? After students research both of these groups and you discuss them as a class, have students enter a diary entry as if they were either a German American or Japanese American living in an internment camp.
Additional Resources

Web Sites:

- Children of the Camps
  http://www.pbs.org/childofcamp/

- Conscience and the Constitution
  http://www.pbs.org/conscience/

- The Internment of German Americans During World War II (oral histories)
  http://www.foodtimes.com/internment/

- The Siege: Hollywood now Plays Cowboys and Arabs
  http://www.library.cornell.edu/cdlib/mideast/arbholl.htm

- Share this article posted online from MSNBC:

- Journey To Peace
  http://www.pbs.org/journaltol和平/teachers/index.html

- Activity ideas about ethnic identity, conflict resolution, and active listening.
  Srebrenica: A Cry From The Grave
  http://www.pbs.org/wnet/cryfromthegrave/lessons/lesson2.html

- Lesson plan focused on ethnic identity as a burden and benefit in society, discrimination, and fear.
  Teaching Tolerance. Site includes classroom activities, articles, fact sheets for students, and more.
  http://www.splcenter.org/teachingtolerance/tt-index.html

Informal Assessment

Clearly marked assessment in the lesson.
Documents and Photographs Related to Japanese Relocation During World War II (5-7 days)

<table>
<thead>
<tr>
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<th>Suggested Strategies/Lessons</th>
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</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td>The internment of persons of Japanese ancestry during World War II sparked constitutional and political debate. Some people refer to the relocation centers as concentration camps; others view internment as an unfortunate episode, but a military necessity. Students decide!</td>
<td>antifascist, espionage, Issei, Nisei, internment, relocation centers</td>
</tr>
<tr>
<td>b. The internment of Japanese-Americans.</td>
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<td></td>
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</tbody>
</table>

Interdisciplinary Connections

Language Arts

Differentiated Learning

Enrichment Activity:

- Ask students to assume they are Nisei protesting the internment on legal grounds. Have each student prepare a list of the rights of citizens as protected by the Constitution and Bill of Rights. Then have several students present their lists, explain which rights were violated by the forced move of American citizens to relocation centers, and explain why the relocation was unconstitutional. Students might want to bolster their arguments through studying important Supreme Court cases related to the relocation. The cases of Mitsuye Endo, Fred Korematsu, and Gordon Hirabayashi, which went to the U.S. Supreme Court, are particularly important. Complete the activity by comparing student lists and holding a class discussion on whether there are any circumstances when unconstitutional behavior by the government can be justified.

Additional Instruction:

- Create a graphic organizer with students to assist them in understanding the differences between the Japanese American internment camps and the Nazi concentration camps. (Internment camps: suspicious of Japanese after Pearl Harbor...Concentration Camps: Nazis preached hatred against minority groups.) RESULT: internment camps—kept apart during war, received apology and money after 40 years; concentration camps, work and death camps. Eleven million people killed, including more than six million Jews.
Additional Resources

Supplemental Texts:


- *The Climate of the Country* by Marnie Mueller (Willimantic, CT: Curbstone Press, 1999), is based on the author's experience of living with her father, a Caucasian, who was interned as a conscientious objector.

Web Sites:

- UA Learning Technologies Center
  [http://www.library.arizona.edu/images/ipamer/execordr.html](http://www.library.arizona.edu/images/ipamer/execordr.html)
### The Atomic Bomb (1 day)

#### Social Studies Skills and Methods:

B. Use data and evidence to support or refute a thesis:

3. Analyze one or more issues and present a persuasive argument to defend a position.

#### Core Activity

Students examine primary source documents to decide if the atomic bomb should have been dropped on Japan to end World War II.

Find the entire activity on the Web site: [http://www.digitalhistory.uh.edu/historyonline/us36.cfm](http://www.digitalhistory.uh.edu/historyonline/us36.cfm)

#### Interdisciplinary Connections

Language Arts

Drama

#### Differentiated Learning

**Enrichment Activity:**

- Use the Internet to find out about the Manhattan project, the secret government project to develop the atomic bomb. Write a summary of its goals and progress and whether or not you believe the bomb achieved its goals. Have students share with the class what they learned about the Manhattan Project, and write their comments on the board. Ask the class to decide which of the listed details are the most important and tell them to include these in their summaries.

**Additional Instruction:**

- Have students divide into small groups. Each group will do research for and write an essay on the following topic: "President Truman was justified in using the atomic bomb against Japan." Have students make two lists: reasons for using the bomb and reasons against it. Encourage students to use library resources, including books and videotapes, as well as their texts and Internet sources. Each group should present to another. After the first group has presented their case, before the second group goes, ask if they would like to make any changes first. After the second group goes, try to come up with a consensus on whether or not Truman should have used the bomb.
### Origins of the Cold War (1-2 days)

<table>
<thead>
<tr>
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<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td>Cold War, containment, V-J day</td>
</tr>
<tr>
<td>E. Analyze connections between World War II, the Cold War and contemporary conflicts.</td>
<td>Students examine primary source documents to decide the origins of the Cold War and its early policies.</td>
<td></td>
</tr>
<tr>
<td>8. Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on:</td>
<td>Find the entire activity on the Web site: <a href="http://www.digitalhistory.uh.edu/historyonline/us37.cfm">http://www.digitalhistory.uh.edu/historyonline/us37.cfm</a></td>
<td></td>
</tr>
<tr>
<td>a. The Marshall Plan;</td>
<td></td>
<td>Interdisciplinary Connections</td>
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<td>Language Arts</td>
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<td></td>
<td></td>
<td>Science</td>
</tr>
</tbody>
</table>

#### Differentiated Learning

**Enrichment Activity:**

- Call on volunteers to role play George Marshall and his state department advisors. Have remaining students work in small groups to develop interview questions to ask Marshall and his advisors about the Marshall Plan. Tell students that the interview should focus on the aims of the Marshall Plan and the part it played in Truman's overall Cold War strategy. Have each group select a representative for a panel to interview the Marshall Group. Conclude by asking all students to write a newspaper article that recaps the interview.

**Additional Instruction:**

- Read this to the students: “The free peoples of the world look to us for support in maintaining their freedoms. If we falter in our leadership, we may endanger the peace around the world – and we shall surely endanger the welfare of our own nation” (Harry Truman, Speech, March 12, 1947.) Ask the students: What role did Truman think the U.S. should play in world affairs? What did Truman think would happen if the U.S. did not exercise a leadership role? And how did this attitude lead to the Truman Doctrine and the Marshall Plan?
### The Cold War (3-5 days)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>Cold War, Communism, NATO (North Atlantic Treaty Organization), Warsaw Pact</td>
</tr>
<tr>
<td>E. Analyze connections between World War II, the Cold War and contemporary conflicts.</td>
<td>Explain to students that they will research one Cold War event. Based on their research, students will write a mock news article about the event and include direct quotes and images.</td>
<td></td>
</tr>
<tr>
<td>b. Communist containment, including the Truman Doctrine, Berlin Blockade and Cuban Missile Crisis;</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

### Differentiated Learning

#### Enrichment Activity:

- Show the movie *War Games*, directed by John Backham, Metro-Goldwyn-Mayer (MGM), 1983. Give the students three questions to answer: 1) What will happen if the U.S. decides to not do anything against the possible bluff attack from the Soviet Union? 2) How does this movie relate to the Cold War era? And 3) What does the computer “Joshua” mean by “there is no winner if you play thermonuclear war?” Relate this to the Cold War and the arms race.

#### Additional Instruction:

- Show the movie *Thirteen Days*, directed by Roger Donaldson, New Line Cinema, 2000, and have students write a diary entry as if they were President Kennedy. After viewing this movie, what is going through your head? Describe in detail the Cuban Missile Crisis as it relates to the U.S. Cuba, and the Soviet Union.

- Students create cause and effects charts which show the causes and effects of the Cold War in Europe and at home.

### Additional Resources

#### Video:

- *The Cuban Missile Crisis*, directed by Erich Neumeth, (Goldil Home Media, 2001.)

#### Web Sites:

- CNN: The Cold War
• The Cold War Museum
  http://www.coldwar.org/

• The Cold War
  http://www.geocities.com/the_coldwar/

• Cold War Policies
  http://history.acusd.edu/gen/20th/coldwar0.html

• National Archives Learning Curve: Cold War
  http://learningcurve.pro.gov.uk/coldwar/

**Informal Assessment**

Teachers can create their own assessments based on the lesson content.
## The Cold War: Solving the Mystery of History with Voices on Vinyl (12 to 16 days)

**Social Studies Skills and Methods:**

A. Evaluate the reliability and credibility of sources:

1. Determine the credibility of sources by considering the following:
   
   e. The circumstances in which the author prepared the source.

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
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<tr>
<td>Core Activity</td>
<td>Invite your students to hear the “people’s” spin on the times as they navigate through the noteworthy events of the Cold War through music. Examining the highlights, crises, and showdowns between the United States and the Soviet Union during the tumultuous years of the Cold War can be made more meaningful by listening to popular music of the time.</td>
<td>(defined in lesson) Berlin Wall, Fidel Castro, Bay of Pigs, Nuclear missile sites, Soviet missiles, Khrushchev, Hotline (1963), McCarthy, 38th Parallel, vodka, Leningrad, yellow reds, Air raid shelter, Cuban missile crisis, Cold War kids, Air raid drill, Levittown, Rotors, Parris Island, Ellis Island, tameless horses, “Bellies were tight,” Homefront, Bob Hope, Hash pipe, “Charlie,” “We held the day…”</td>
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**Resources:**


**Interdisciplinary Connections**

Music
Differentiated Learning

Enrichment Activity:

- You are an advisor to the President of the U.S. during the Cold War. The President is trying to decide whether the U.S. should support an anticommunist dictator in an Asian nation. Write a brief statement explaining your opinion. Encourage students to list reasons both for and against supporting a dictator before they begin to prepare their statements. Direct students to answer the objections of the opposing viewpoints in their statement.

- USING PRIMARY SOURCES: Dear America: Letters Home from Vietnam, by Bernard Edleman, Editor, W.W. Norton & Co., 2002, contains correspondence from combat troops and nurses. Help students choose appropriate letters that give insights into the war. Have students prepare multimedia presentations about the letters and their writers.

Additional Instruction:

- To close the Cold War unit, have students create an annotated and illustrated timeline of key events during the Cold War unit.

- Review for the Korean War or McCarthy Era: divide the class into six groups. Have each group present a “You Are There” television documentary about the Korean War or McCarthy Era. Programs should provide background information as well as interviews with soldiers, citizens, and or political leaders.

Informal Assessment

Teachers can create their own assessments based on the lesson content.