

Cold War

The Roots (1945 – 1950)

Day One: Background lecture on the Cold War.

Discuss the end of World War Two and changing relations with the Soviet Union.

Discuss the development of the United Nations. Use a background mapping lesson called “the Cold War and U.S. Alliances, setting the stage of the struggle” as a possible activity after the lecture. (See appendix)

Day Two: Short lecture on the concepts of containment, the Marshall Plan, the Berlin Blockade, the creation of NATO, and the Warsaw Pact. Hand out a map of Europe and have students shade in what areas were controlled by the NATO Alliance, what nations were Neutral, and what the Warsaw Pact controlled. Cartoon analysis of the Marshall Plan optional activity. (See appendix for both)

The Trunk (1950 – 1963)

Day Three: Give background notes on the Korean War. Have students do an interactive partner-mapping lesson on Korea, showing the changing dominance of the peninsula and the conclusion of the war. (See appendix)

Day Four: Move into the home front in the early 1950’s and the McCarthy era. Discuss who McCarthy was and why he was so influential during this time. Analyze a telegram sent to McCarthy from President Truman. (Primary Source) Possible DBQ: Why would Truman feel this way, does his opinion of McCarty reflect the overall opinion of the nation? Where McCarthy’s actions patriotic or paranoid? (See appendix)

Day Five: Discuss the launching of Sputnik, and the beginnings of the Space Race. Show a clip from the Earth to the Moon HBO series. Discuss the importance of beating the Soviets to the moon, and how the Space Race spurred new inventions and changes within the American educational system.

Day Six: Shift students focus onto Cuba. Give background on the Bay of Pigs invasion and how this set Castro up to counter with the Cuban Missile Crisis. Show excerpts from **CNNS Cold War** Video to visually support the crisis. Possible essay for response: Which side “won” the crisis and why?

Day Seven: Discuss the building of the Berlin Wall. Discuss how the communist government could have justified separating families by building the wall. Discuss the various methods people may have used to escape over, under, and through the wall. Discuss the reasons why many East Germans chose not to flee while the wall was being built, and the effect on East Germany’s economy after the wall was built. Possible

activity may be to separate the class into Free Berlin and Communist Berlin. Treat sides differently...one side can move about as they please, the other is forced into rigid behaviors and is punished quickly for breaking rules, and rewarded for turning in those who break the rules.

The Branches (1964 – 1991)

Day Eight: Begin with the quote: “Rich mans war, poor mans fight!” Ask students to brainstorm what they think this means. Use this as a launching point into the Vietnam conflict. Background notes on prior involvement by the French, as well as the policy of containment should be stressed. Ho Chi Minh and his goals and perspectives should be discussed. Military advisors and their gradual build up should be discussed. Possible debate activity: Should the United States continue to sent military aid to South Vietnam or should the United States stay out of the situation in South East Asia?

Day Nine: Primary Source analysis day. Study the Gulf of Tonkin resolution. (See appendix) After reading the document in small groups, answer the following: Did Congress give too much power to the president? Did President Johnson provide adequate evidence that the incident actually happened? Should the constitution be followed to the letter, or do circumstances sometimes require that the president act quickly without the consent of Congress? Explain.

Day Ten: Break the day into two parts. Begin by discussing life as a soldier in Vietnam. Read letters from actual soldiers describing their experience. (See appendix) Switch to the U.S. and discuss the antiwar movement. Discuss Hawks and Doves. Have students write a diary entry, pretending they had just been drafted. How would they feel? What would they do?

Day Eleven: Break the class into two parts, focusing on the Tet Offensive, and on POW'S. Show a video clip of the Tet Offensive and how it changed many Americans opinions of the war. Discuss the role of the media in covering the war, and how it affected people's opinions of the conflict. Move to the POW situation. Discuss POW's and their treatment by North Vietnam. Teach the communication technique of the tap code as an in class activity. (See appendix)

Day Twelve: Discuss Vietnamization and how Nixon got America out of Vietnam. A wrap up activity would be Three Corners...students are presented with three different views of the war, each is read to the class, and when finished, students walk to the corner that best conensides with their beliefs. (See appendix) They then need to discuss why they chose that corner with the class.

Day Thirteen: Analyze the Reagan administration and the way in which the Cold War escalated financially under his presidency. Study a copy of the Evil Empire speech. Discuss Reagan's depiction of Communism...accurate or inaccurate? (See appendix) Why or why not? Discuss the national debt and how generations today are still bearing the burden of choices made in the 1980's. General question: Was it worth it?

Day Fourteen: Discuss the collapse of the Soviet Union and the situation Russia is in today. Discuss the lasting affects of the Cold War, both nationally and internationally.

Day Fifteen: Assessment: Many options are available. Students could do a basic test on the Cold War. They could write an essay examining the three events from this era that they consider being turning points. Discuss and describe them in detail. Explain why these are turning points, and evaluate them from the least to the most significant event. (See appendix for rubric)

Another possible assessment would be a **DBQ**: Some historians argue that the Cold War began because of Soviet aggression followed by American containment policies. Other historians contend that it was America who was aggressive and the Soviets who reacted to protect their interests. What is your evaluation of these two positions? (Go to web site www.schenectady.k12.ny.us/putman/crossroads/UnitL113.htm for eleven primary sources that may be reprinted and used to analyze and answer this question.)

Civil Rights

II. The Roots (1945-1950)

Day One: The purpose of this day is to lay the groundwork for the study of civil rights. Students will be reminded about what Jim Crowism was, they will refresh their memories of de jure and de facto segregation and they will recall the Plessy vs Ferguson decision. On this day we would discuss Truman's integration of the armed forces, the effects of the Great Migration on both the South and the North, and the treatment of WWII vets returning home from overseas. Possible activities would include the very powerful reading called "The Ethics of Living Jim Crow" by Lloyd L. Brown.

III. The Trunk (1954-1960)

Day Two: We would take a day to discuss the Brown v Board decision. In order to do this, we would have a discussion about the important pre-Brown decisions that lay the groundwork for the monumental 1954 decision. Possible activities would include a DBQ using the Supreme Court's actual decision allowing the students to actually read Earl Warren's words for themselves. We would like to also show the students a 10-15 minute clip from the movie "Separate but Equal".

Day Three: The Topic for today would be the Montgomery Bus Boycott. We would obviously discuss Rosa Parks and Dr. King. Possible activities would include a bus boycott simulation.

Day Four: Little Rock Nine and Greensboro. We would begin by showing a 15 minute clip from the award winning video "Eyes on the Prize" depicting the situation in Little Rock. Much discussion on the SCLC. Shift focus to the student movement (SNCC) and discuss sit-ins. Great day to discuss the fact that various voices will begin to emerge (SCLC, SNCC, CORE etc...) all using different methods to accomplish the same thing.

Day Five: Topic would be the 1960 election of Kennedy and the implications that this will have on the Civil Rights movement. View clips from the Great Debates and discuss the role of the television on politics and culture. Great way to then dovetail discussion of TV on civil rights especially as we prepare to study Birmingham the next day. Also great way to discuss the role of charismatic leaders in movements such as civil rights as well as a discussion of the role "ordinary Americans" in such movements.

IV. The Branches (1961-1968)

Day Six: Topics: Freedom Riders and Birmingham. Possible activities would include mapping strategies of Freedom Rides through the South as well as analyzing primary source documents written by people who were actually present for the rides. We would watch the “Eyes on the Prize” series 15 minute clip on Birmingham and then have a discussion on how the role of TV effected the reaction to the events in Birmingham. Because the kids will have already studied the Cold War, we would also like the students to consider how the rest of the world might have reacted to events in Birmingham. Have them discuss how events going on in the South make our nation look hypocritical in the eyes of our cold war enemies.

Day Seven: March on Washington DC. We will have the students watch King’s delivery of the speech and spend the day discussing the speech in a DBQ format. In what ways has King’s dream been fulfilled? In ways does his dream remain just that...a dream?

Day Eight: Freedom Summer. Purpose of the lesson will be on the importance of enfranchisement on a group of people. Teacher will begin the class by giving the students an actual literacy test from the state of Alabama in 1965. Let them take the test without knowing what it is they are actually taking. It will give them a sense of just how unfair the test was and how much was at stake. Use DBQ about poll taxes. Clip from Eyes on the Prize can once again be used to provide the kids with the historical facts and framework.

Day Nine: Urban unrest. A discussion of Malcolm X and the specific ways in which he addressed the plight of the urban black. We will use primary source documents such as speeches and writings to gain understanding of Malcolm X’s position . We will use the day to compare and contrast the teachings of Malcolm X and Dr. King.

Day Ten: A look at the way Dr. King goes from just attacking racism to attacking the triple evils of racism, poverty and Vietnam. The assassination of Dr. King. Where will the movement go from here?

IV. The Fruit (1968-Present)

Day Eleven: Continuing struggle for African-American civil rights. Topics to include bussing, Affirmative Action, and movement from protest to politics.

Day Twelve: Modern struggle for Women's rights, rights of the handicapped and gay/lesbian rights

Day Thirteen: Native American, Hispanics and Asians and fight for equality

Day Fourteen: Catch-up and review using the timeline created by the students.

Day Fifteen: Assessment