

## TEACHING AMERICAN HISTORY PROJECT—2009-2012

*The Cold War: A Period of Prosperity or Danger?*  
From Peter Joseph

Grade: 11<sup>th</sup>

Length of Class: 48 minutes

Inquiry (Essential Questions):

- What dangers threatened the American way of life during the Cold War?
- What symbols and images were used to sway the opinions of Americans during the Cold War?
- What efforts were made to ease the fears of the American people during the Cold War?

Objectives (Content & Skills):

- Students will:
  - Analyze primary sources
  - Explain the use of symbolic imagery and language
  - Assess the effectiveness of sources in shaping public opinion

Materials (Included below):

- Primary source images
- Student analysis worksheet

Activities:

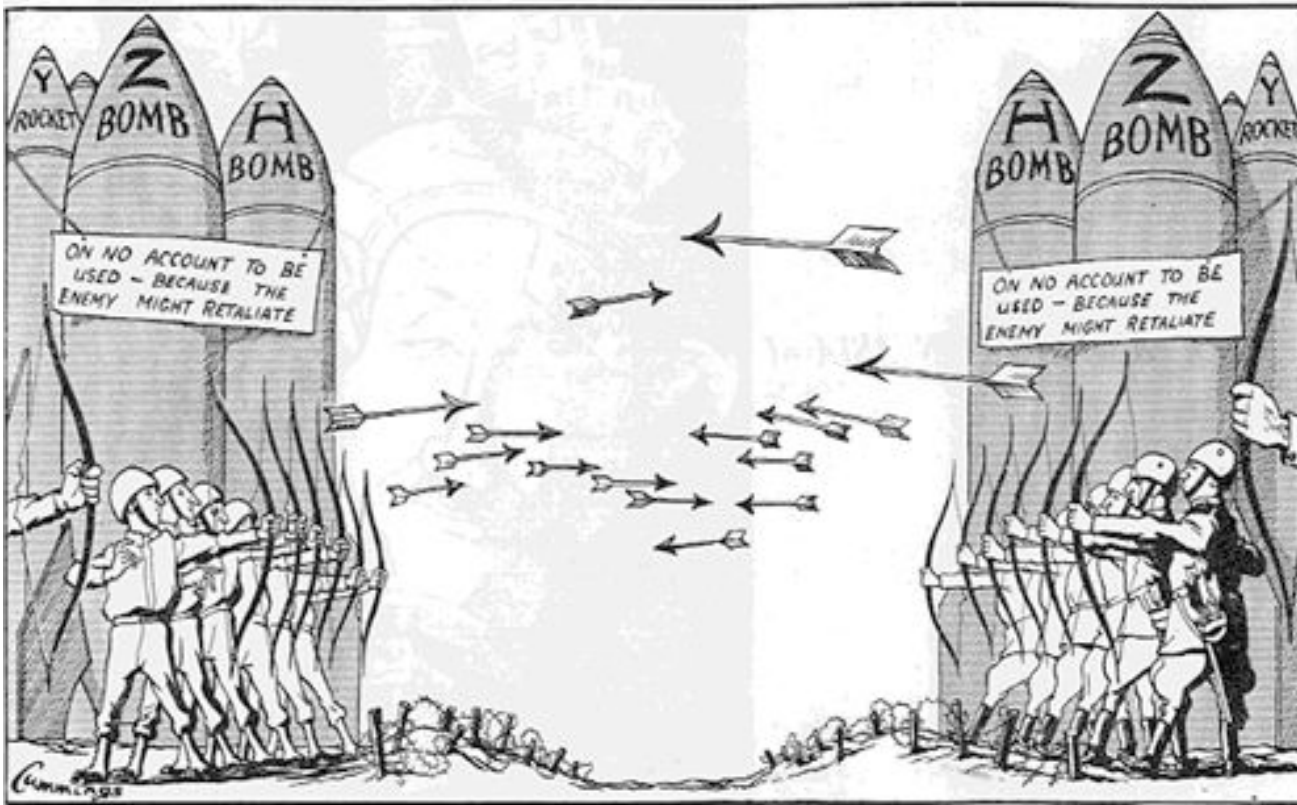
Students should work in pairs to move through a series of stations to analyze the documents. The video clips can be downloaded (free of charge!) to a computer to provide a video station.

After students have worked through each station and completed the worksheet, they should respond in a brief essay to the question 'Based on the evidence provided, to what extent was the Cold War period one of prosperity or danger?'

Connecticut Grade Level Expectations:

- Standard 1.1
  - 3. Trace the changing role of U.S. participation and influence in world affairs.
  - 7. Analyze the influence of nationalism on American society
  - 11. Analyze how the arts reflect the history of the United States
- Standard 1.3
  - 18. Provide examples of conflict and cooperation in world affairs
- Standard 2.1
  - 1. Find relevant and accurate information from a variety of sources to answer a history/social studies question
- Standard 2.2
  - 3. Cite evidence from a source to determine an author's purpose and intended audience
- Standard 3.1
  - 1. Use evidence to develop an interpretation of a historical event
- Standard 3.2
  - 5. Develop criteria for judging the actions or policies of an individual or group in the past

Source 1A

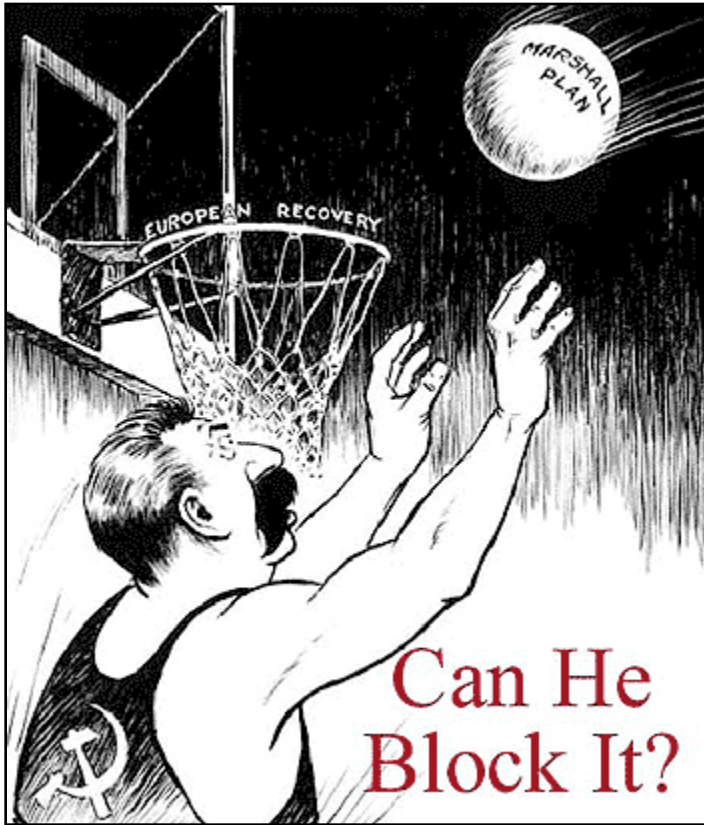


Source 1B



Sources 2A, 2B, 2C

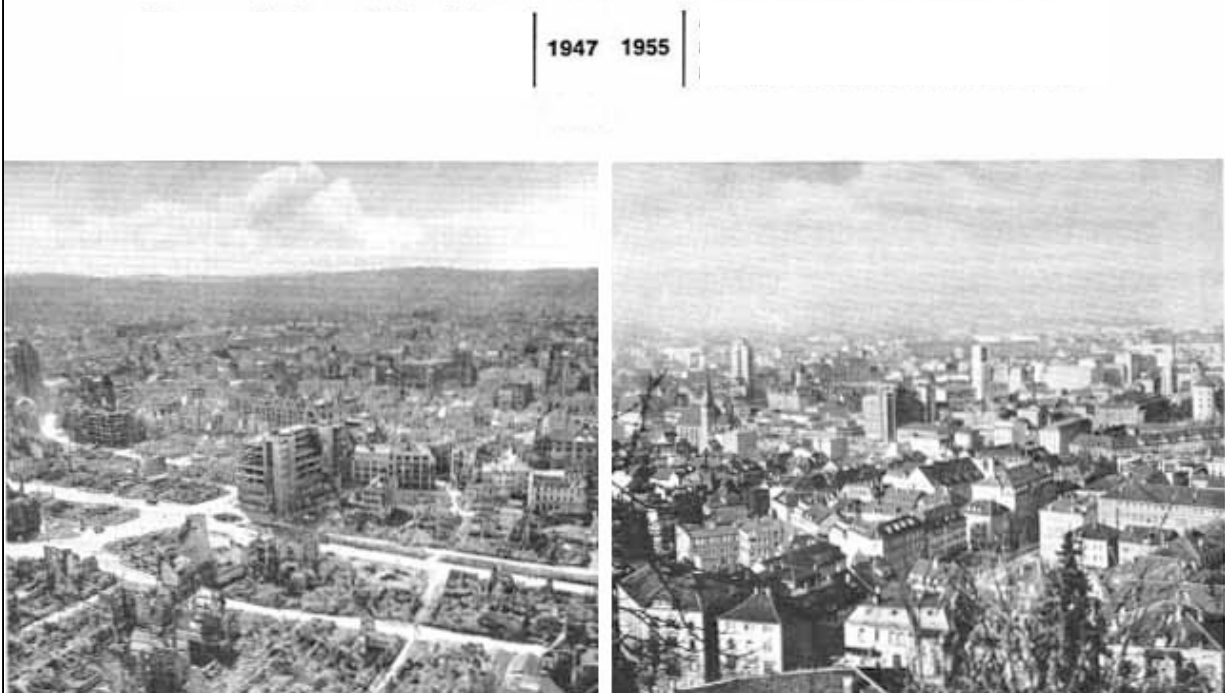
Source 2A



Source 2B



Source 2C





*Source 3A: Speech by Winston Churchill, British Prime Minister, March 6, 1946:*

“A shadow has fallen on upon the scenes so lately lighted by the Allied victory. From Stetin in the Baltic, to Trieste in the Adriatic, an Iron Curtain has descended across the Continent....All these famous cities and the populations around them lie within the Soviet sphere, and are subject...to Soviet influence.”

*Source 3B: Speech by President Truman, March 12, 1947:*

“It must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.”



*Source 3C:*



Name: \_\_\_\_\_

***The Cold War: Prosperity and Danger***

*As you examine the primary sources and images in this lesson respond to the questions below in complete sentences.*

***Stage 1: Nuclear-Powered Cartoons!***

Questions for Source 1A:

1. What images and objects do you see in this cartoon? List three specific items:
  
  
  
  
  
  
  
  
  
  
2. What words or slogans do you see in the cartoon? What do you think they mean?

Questions for Source 1B: The two men in this cartoon are Nikita Khrushchev, the leader of the USSR after Stalin, and President John F. Kennedy.

1. What are the men sitting on?
  
  
  
  
  
  
  
  
  
  
2. What is each man doing?
  
  
  
  
  
  
  
  
  
  
3. There are no words in this cartoon! Explain what's going on!

*Stage 2: The Marshall Plan: Good Idea or Best Idea?*

Questions for Source 2A:

1. Who is the man in the picture?
  
2. Why would he want to block the shot?

Questions for Source 2B: This poster was an advertisement for the Marshall Plan.

1. What do the flags on the poster represent?
  
2. What is the message of the poster (PLEASE DO NOT COPY THE TEXT!  
WHAT DOES IT MEAN?)

Questions for Source 2C: This picture shows Stuttgart, Germany before and after it received Marshall Plan aid.

1. Did the Marshall Plan help the city of Stuttgart? How do you know?

*Stage 3: What Will Happen to Europe?*

Questions for Source 3A:

1. According to Churchill, what is happening to people behind the Iron Curtain?

Questions for Source 3B:

1. In your own words, what is President Truman promising the U.S. will do?

Questions for Source 3C:

1. After reading Source 3A, 3B, and studying the cartoon, explain what you think Truman and Churchill would recommend doing in the countries marked with ? in the cartoon.

#### *Stage 4: Preparing to Survive a Nuclear Attack!*

There are two video stations set up in the classroom. One is playing the video *Duck and Cover*, the other is playing *Survival Under Atomic Attack*. Both of these videos were made by the American government to explain what to do if the United States was attacked. Choose **one** video and watch it.

*Survival Under Atomic Attack* can be found at <http://www.archive.org/details/Survival1951>

*Duck and Cover* can be found at <http://www.archive.org/details/DuckandC1951>

Or [http://www.youtube.com/watch?v=C0K\\_LZDXp0I](http://www.youtube.com/watch?v=C0K_LZDXp0I)

1. What specific things should you do to be ready for an atomic attack?
  
  
  
  
  
  
  
  
  
  
2. How effective do you think these actions would be?
  
  
  
  
  
  
  
  
  
  
3. Are there things that we do here at your school or in other places that are similar?