

## Hitting the Cold War From All Angles

Grade Level: 8<sup>th</sup> Grade

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### I. ABSTRACT

- A. This is an interdisciplinary unit on the Cold War. This unit contains history lessons on the Cold War, language arts lessons focusing on concepts from the *Step Up To Writing Program*, science lessons on nuclear energy and music lessons on Irving Berlin.

### II. OVERVIEW

- A. Concept Objective(s)
1. **History:** Students will develop an understanding of how and why political boundaries are set.
  2. **History:** Students will understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (Colorado State Standard History 4)
  3. **History:** Students will develop an understanding of why and how alliances are formed.
  4. **History:** Students learn the history of relationships among different political powers and the development of international relations.
  5. **History:** Students understand the history of social organization in various societies. (CSS History 3.2)
  6. **Language Arts:** Students will learn to apply thinking skills to their reading, writing, speaking, listening and viewing. (CSS Reading and Writing 4).
  7. **Language Arts:** Students will recognize how to read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources (CCS Reading and Writing 5).
  8. **Science:** Understand the limitations of some sources of energy and the need to conserve them or avoid their use.
  9. **Science:** Understand that the theme of energy is important to considerations of ethical behavior and the relationships of science and technology to society.
  10. **Science:** Understand the development of nuclear energy through historical figures. Understand the distinctions of sources of energy.
  11. **Science:** Understand the distinctions between renewable and nonrenewable sources of energy.
  12. **Music:** Students will relate to music as a cultural and historical record of society.
- B. Content from the *Core Knowledge Sequence*
1. Post WWII devastation in Europe: Marshall Plan; Bretton Woods Conference
  2. Western Fear of Communist expansion; Soviet fear of Capitalist influence

3. Truman Doctrine: policy of containment
    - a. Formation of NATO; Warsaw Pact
    - b. The Iron Curtain
    - c. Berlin Airlift
    - d. Eastern European resistance
  4. Korean War
    - a. Inchon; Chinese entry; removal of MacArthur
    - b. Partition of Korea; truce line of 38th parallel
  5. McCarthyism: House Un-American Activities Committee, “witch hunts”
    - a. Hollywood Blacklist
    - b. Spy case: Alger Hiss, Julius and Ethel Rosenberg
  6. The Eisenhower Years
    - a. Secret Operation; CIA, FBI, counterespionage, J. Edgar Hoover, U-2 Incident
    - b. Sputnik; Yuri Gagarin
    - c. Eisenhower’s farewell address; the military-industrial complex
  7. The Kennedy Years, Ask not what your country can do for you
    - a. Cuban Missile Crisis; Fidel Castro, bays of pigs
    - b. Nuclear deterrence: “mutual assured destruction,” Nuclear test ban treaty
    - c. Kennedy assassination, 1963 Lee Harvey Oswald, Warren Commission
  8. Space exploration: US moon landing, Neil Armstrong
  9. American culture in the ‘50’s and ‘60’s
    - a. Levittown and the rise of suburban lifestyle, automobile-centered city planning
    - b. Influence of television
    - c. Baby Boom generation; Rock and Roll, Woodstock
  10. Language Arts: Writing and Research
  11. Nuclear energy (review - grade 6)
  12. Chemical reactions (review - grade 7)
  13. Histories of modern chemistry including history of nuclear energy (some review - grade 7)
  14. Music: Irving Berlin
    - a. Death of second child
    - b. 1929 Stock Market crash
    - c. “As Thousands Cheer”
    - d. Hollywood musicals
    - e. Fred Astaire
    - f. “Top Hat”
    - g. “Holiday Inn”
    - h. “White Christmas”
- C. Skill Objective(s)
1. **History:** Students use chronology to organize historical events and people. (CO State Standard History 1.2)

2. **History:** Students will interpret and analyze maps of post WWII and compare the material with pre WWII Europe.
3. **History:** The students classify and interpret data and show an understanding through completed definitions of terms.
4. **History:** Students know how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective. (CSS Geography 1.1)
5. **History:** Students summarize how political power has been acquired, maintained, used, and/or lost throughout history.
6. **Language Arts:** Students will be able to demonstrate how to write a Book Response.
7. **Language Arts:** The students will identify a speaker's point of view and purpose. (CCS 4.1.1)
8. **Language Arts:** Students will use reading, writing, viewing and listening skills to solve problems and answer questions. (CCS 4.2.2)
9. **Language Arts:** Students will make predictions, draw conclusions and analyze what they read hear and view. (CCS 4.3.3)
10. **Language Arts:** Students will select relevant material for reading and writing purposes. (CCS 5.1.1)
11. **Language Arts:** Students will paraphrase, summarize, organize, and synthesize information. (CCS 5.3.3)
12. **Language Arts:** Students will give credit for others' ideas, images, or information. (CCS 5.4.4)
13. **Language Arts:** Students will use information to produce a quality product. (CCS 5.5)
14. **Science:** Students will give examples of how scientific knowledge changes as new knowledge is acquired and previous ideas are modified. (CSS 6)
15. **Science:** Students will know that nuclear reactions convert a fraction of the mass of interacting particles into energy (fusion involves the splitting of a large nucleus into smaller pieces; fusion is the joining of two nuclei at extremely high temperature and pressure) and release much greater amounts of energy than atomic interactions.
16. **Science:** Students will describe the contributions of science made by people in different cultures and at different times in history. (CSS 6)
17. **Science:** Students will identify the different sources of energy.
18. **Science:** Students will describe that fission results in the release of energy.
19. **Music:** Students will identify the effects of the American Depression on the music of Irving Berlin.

### III. BACKGROUND KNOWLEDGE

#### A. For Teachers

1. Parks, D. & Zinkus, D. *All the People, Teaching Guide.*
2. Lader, C. *Painless American History.*
3. English, J.A. & Jones, T.D. *Encyclopedia of the United States at War.*
4. Hakim, J. *All the People.*

5. Auman, Maureen. *Step Up To Writing*.
  6. Fry, Edward Bernard *The Reading Teacher's Book of Lists. Third Edition*.
  7. Ravitch, Diane. *The American Reader: Words that Moved A Nation*.
  8. Fradin, Dennis B. *Nuclear Energy*.
  9. Fradin, Dennis B. *Nuclear Energy*.
  10. Williams, Brian & Brenda. *The Random House Book of 1001 Wonders of Science*.
  11. Furia, Philip. *Irving Berlin A Life in Song*.
  12. Tomb, Eric & Rail, Paul. *A Coloring Book of American Composers*.
- B. For Students
1. Geography of Western and Central Europe- Core Knowledge Sequence Grade 7
  2. Russian Revolution- CK Sequence Grade 7
  3. The Spanish American War- CK Sequence Grade 7
  4. World War II- CK Sequence Grade 7
  5. World Geography- CK Sequence Grade 5
  6. The students will have a basic understanding of Two Column Note taking, Book Responses, Comparison/Contrast, Accordion Style paragraphs and properly citing and choosing resources, as taken from the *Step Up To Writing Program (previously the Read/Write Connection)*.
  7. The students will already have a basic understanding of the rubric and class expectations.
  8. Nuclear energy
    - a. Uranium, fission, nuclear reactor, radioactive waste
    - b. Nuclear power plants safety and accidents (for example, Three Mile Island, Chernobyl)
  9. Atomic structure
    - a. Review (from grade 5): Structure of atoms: protons, neutron, electrons
    - b. Start of modern chemistry
    - c. Periodic Table atomic number, atomic weight, isotopes
  10. Previous information on Irving Berlin.

#### IV. RESOURCES

- A. Hakim, J. *All the People*. \*\*\*\* (For Student Reading)
- B. English, J.A. & Jones, T.D. *Encyclopedia of the United States at War*.
- C. Barbour, J. *The Assassination of JFK*. (Video)
- D. Nova - *To the Moon*. (Video)
- E. Auman, Maureen. *Step Up To Writing*. (A MUST!!!)
- F. Parks, Deborah and Zinkus, Dan. *A History of Us*.
- G. Ravitch, Diane. *The American Reader: Words that Moved A Nation*.
- H. Guralnik, David B. *Webster's New World Dictionary of the American Language: Second Edition*.
- I. Dineen, Jacqueline. *Nuclear Power*.
- J. Fradin, Dennis B. *Nuclear Energy*.
- K. Hawkes, Nigel. *Nuclear*.

- L. Holland, Gini. *Inventors & Inventions: Nuclear Energy*.
- M. Maton, Anthea, Hopkins, Jean, et.al. *Heat Energy*.
- N. Maton, Anthea, Hopkins, Jean, et.al. *Chemistry of Matter*.
- O. *Nuclear Energy/Nuclear Waste*. (video)
- P. Williams, Brian & Brenda. *The Random House Book of 1001 Wonders of Science*.

## V. LESSONS

### Lesson One (History): Brief History of the USSR

- A. *Daily Objectives*
  - 1. Lesson Content
    - a. Communist Rule of the USSR
    - b. Russian Revolution (review)
  - 2. Concept Objective(s)
    - a. Students will understand how and why political boundaries are set.
  - 3. Skill Objective(s)
    - a. Students will classify and interpret data and show an understanding through completed definitions of terms.
    - b. Students know how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.
- B. *Materials*
  - 1. *All The People*, by Joy Hakim
  - 2. Map of Former USSR or present day Europe/Asia
  - 3. Student map handout of Soviet Union
  - 4. Notebook paper
  - 5. Cold War Terms List- Appendix G
- C. *Background Notes*  
Russian History (see *All the People*)
- D. *Key Vocabulary*
  - 1. Tsar- Monarchy Ruler of Russia; King
  - 2. Dictator- A harsh ruler who makes the ruled people do what s/he wants
  - 3. Bolshevik- Communist Party or Group that took power after the Russian Revolution
  - 4. Communism- Government control of economy and society
- E. *Procedures/Activities*
  - 1. Pass out the Cold War terms list.
  - 2. Ask the students to list the differences between the Soviet Union and Russia. Have the students write their answers down on a piece of paper.
  - 3. Create a class list of the differences based on students' answers. Be sure to include both right and wrong answers on the class list for discussion purposes later.
  - 4. Read aloud *All the People* chapter 3, pages 23-26. Instruct the students to change and/or add to their lists based on information read in the text.

5. Take time to look over the class list and make all the necessary corrections to their preliminary ideas. Guide the class through a discussion of the differences between Russia and the USSR
  6. Use map of Europe/Asia to aid in discussion. Point out the location of Russia before the Russian Revolution, and then compare to the size of the Soviet Union at the height of the Cold War. Pass out Student Copies of map and have them label the map showing the differences between the Soviet Union and Russia.
  7. Pass out list with definitions and terms to the students to complete at home based upon the day's reading.
- F. *Evaluation/Assessment*
1. Completed maps graded based on accuracy, neatness, and completion
  2. Defined terms quizzed the following day

### **Lesson One (Language Arts): Read A Book You Like**

- A. *Daily Objectives*
1. Lesson Content
    - a. Two Column Note Method
    - b. Accordion Style Paragraphs
    - c. Book Response
  2. Concept Objective(s)
    - a. Students will recognize how to write a Book Response.
    - b. Students will recognize the Two Column Note Method and the Accordion Style paragraph.
  3. Skill Objective(s)
    - a. Students will be able to demonstrate how to write a Book Response.
    - b. The students will recognize a speaker's point of view and purpose.
    - c. Students will use reading, writing, viewing and listening skills to solve problems and answer questions.
    - d. Students will make predictions, draw conclusions and analyze what they read hear and view.
    - e. Students will select relevant material for reading and writing purposes.
    - f. Students will paraphrase, summarize, organize, and synthesize information.
    - g. Students will give credit for others' ideas, images, or information.
    - h. Students will use information to produce a quality product.
- B. *Materials*
1. Book Response, Appendix B
  2. Rubric, Appendix A
  3. Various books relating to the Cold War
- C. *Background Notes*
- Refer to *Step Up To Writing* Sections 2 and 3

- D. *Procedures/Activities*
1. Revisit various types of Book Responses used thus far. Have the students generate a list and write them on the chalkboard. Discuss with the students both the positive and negative aspects they may have experienced with the different types of responses.
  2. Introduce new type of Book Response using Appendix B.
  3. Explain factual and thought questions.
    - a. Factual Question- Concrete
    - b. Thought Question- Abstract
  4. Explain vocabulary. Teacher should focus on types of words to list and define and the proper citation of the word.
  5. Explain the Critics Response.
  6. Explain the Comparison/Contrast response.
  7. Review the Accordion Style Paragraph.
  8. Remind the students to look at the Rubric for assessing.
- E. *Evaluation/Assessment*
1. Break the students into groups of four. Then using a novel already read in class, have the students generate a sample Book Response.
  2. Students will generate a Book Response as part of the Culminating Activity.

**Lesson One (Science): Nuclear Energy (Energy/Chemistry) (two 50 minute class periods)**

- A. *Daily Objectives*
1. Lesson Content
    - a. Six forms of energy (review) and their uses
    - b. Sources of energy (review); renewable and nonrenewable
    - c. Radioactive elements
    - d. Uranium; fission (chemical reactions)
  2. Concept Objective(s)
    - a. Understand the distinctions of sources of energy.
    - b. Understand the distinctions between renewable and nonrenewable sources of energy.
  3. Skill Objective(s)
    - a. Students will identify the different sources of energy.
    - b. Students will describe that fission results in the release of energy.
- B. *Materials*
1. Student Note Sheet - Nuclear Energy (Appendix I1)
  2. Overhead transparencies
- C. Background Notes  
See Appendix I2
- D. Key Vocabulary
1. Energy
  2. Radioactive elements
  3. Fission
  4. Fusion

- E. *Procedures/Activities*
  - 1. Brainstorm what students know (remember) about energy and nuclear power (list on board).
  - 2. Use overheads and lecture format to present content.
  - 3. Review today's material in last 5 minutes of class.
- F. *Evaluation/Assessment*
  - 1. Oral check during topic review

**Lesson Two (History): Post War Europe = Cold War Chess**

- A. *Daily Objectives*
  - 1. Lesson Content
    - a. Post WWII devastated Europe rebuilding
    - b. Iron Curtain
    - c. Berlin Wall
    - d. Berlin Airlift
    - e. Hungarian Revolution
  - 2. Concept Objective(s)
    - a. Students will develop an understanding how and why political boundaries are set.
  - 3. Skill Objective(s)
    - a. Students will interpret and analyze maps of post WWII and compare the material with pre WWII Europe.
- B. *Materials*
  - 1. *All the People*, by Joy Hakim
  - 2. Cold War Chess Guidelines Handout- Appendix H
  - 3. Classroom map of post WWII Europe
  - 4. Transparencies of Pre and Post WWII Europe
  - 5. Student Handouts of Maps- Pre and Post WWII
  - 6. Notebook paper
- C. *Background Notes*

The ending of WWII should be reviewed.
- D. *Key Vocabulary*
  - 1. Iron Curtain- Separation of Europe into East and West
  - 2. Churchill, Truman, Tito
  - 3. Cold War- Events of confrontation between the West (United States) and the East (USSR). It started right after WWII ended and lasted until the break up of the Soviet Union.
- E. *Procedures/Activities*
  - 1. Pass out Cold War Chess Guidelines and discuss the project. Every student will have to choose a country involved in the Cold War. They will need to find geographic information of their country including a map from 1920, and another from 1955. All needs are on the Handout.
  - 2. Write "Communism" and "Capitalism" on the board. Have the students brainstorm the differences between the two. Relate the two in connection to the Cold War. Discuss the Western fear of communism and the Soviet fear of Capitalistic ideals. Lecture on the connection between

the Cold War and a Chess Game. Two main powers using other pieces to do battle. Start a list of the countries involved in the Cold War (this too can be found on the Cold War Chess handout).

3. Have students read quietly chapter 4 in *All the People* for homework. Making a list of important terms that they come across. The main ones are listed in the Units vocabulary list. Instruct them to add these to the list from the previous day.

F. *Evaluation/Assessment*

1. Completion of terms and definitions
2. Quiz on terms

**Lesson Two (Language Arts): Vocabulary Madness**

A. *Daily Objectives*

1. Lesson Content
  - a. Two Column Note Method
  - b. Vocabulary terms relating to the Cold War Unit.
2. Concept Objective(s)
  - a. Students will demonstrate an understanding of new vocabulary through a variety of methods.
3. Skill Objective(s)
  - a. Students will learn new vocabulary terms.
  - b. Students will be able to take Two Column Notes.
  - c. The students will identify a speaker's point of view and purpose. (CCS 4.1.1)
  - d. Students will use reading, writing, viewing and listening skills to solve problems and answer questions. (CCS 4.2.2)
  - e. Students will paraphrase, summarize, organize, and synthesize information. (CCS 5.3.3)
  - f. Students will use information to produce a quality product. (CCS5.5)

B. *Materials*

1. Language Arts Vocabulary Student Appendix D
2. Language Arts Vocabulary Teacher Appendix C

C. *Background Notes*

1. This vocabulary lesson could be used as the beginning of each lesson or done simultaneously.
2. Refer to *Step Up To Writing* Section 8:39-50

D. *Key Vocabulary*

1. Refer to teacher and student vocabulary appendices

E. *Procedures/Activities*

1. Introduce key vocabulary for the day that will be of help later for the Cold War Lesson.
2. Have the students brainstorm with a partner what they feel is the correct definition. They may write their ideas on a piece of scrap paper.
3. Using the appendix, display the proper definitions for each term. Have the students check their definitions with the proper ones. This is a good time

to have the students take two column notes on the vocabulary terms and definitions listed on the overhead.

4. Collect the brainstorming scrap sheets from the students, so the students don't get wrong definitions confused with the correct ones.
5. Review previous terms related to Unit.
6. Repeat steps 1-5 until lesson is completed.

F. *Evaluation/Assessment*

1. Have students identify vocabulary terms in their History text and or History notes.
2. Daily Vocabulary Quiz
3. Final Vocabulary Quiz

**Lesson Three (History): US aims at Europe**

A. *Daily Objectives*

1. Lesson Content
  - a. Marshall Plan
  - b. Truman Doctrine
  - c. Policy of containment
2. Concept Objective(s)
  - a. Students will develop an understanding of why and how alliances are formed.
3. Skill Objective(s)
  - a. Students will identify and analyze the different attempts to aide the United States policy of containment.

B. *Materials*

1. Pitcher
2. Water
3. Either a tub of water, a wide board, and some clay or a slight incline outside
4. *All the People*
5. Notebook paper

C. *Background Notes*

US plan to stop communism. Review these policies

D. *Key Vocabulary*

1. Truman Doctrine- Truman's plan to stop communism by giving aid to Turkey and Greece
2. Marshall Plan- aid to Europe after the recovery of World War II
3. Containment- stopping the spread of communism

E. *Procedures/Activities*

1. Review reading from previous day. Answer any questions
2. Gather the class outside around a slight down hill slope. (This can also be done with a tub of water, a wide board, and some clay.) Using a pitcher, pour the water down the incline, and ask the students what they see. Responses will vary.
3. Now using some dirt or clay create some barriers or walls and then pour the water down the incline. Again ask the students what they noticed.

4. Back in the classroom, discuss the differences between the two different pours. Guide the discussion towards the United States policy of containment. The United States felt that if communism was allowed to move freely, it would take over what ever it wanted, but if the spread of communism was obstructed, like the wall of dirt or clay, it would have to fight to take over an area, or even leave it be.
  5. Give the students information on the Truman Doctrine and the Marshall Plan (orally). Explain that these were attempts to stop the spread of communism.
  6. Have them read Chapter 5 in *All the People* and write a short response essay connecting the building of barriers to attempts of the US to stop the spread of communism.
- F. *Evaluation/Assessment*
1. Graded responses connecting containment and the exercise from days lesson

**Lesson Three (Language Arts): Flee? Tops? No Way! It's L.A.**

- A. *Daily Objectives*
1. Lesson Content
    - a. Trading Cards
    - b. Research Methods
    - c. Creative Writing
    - d. Key people, places, etc. of the Cold War
  2. Concept Objective(s)
    - a. Students will gain appreciation of different types of communication through a variety of models.
  3. Skill Objective(s)
    - a. Students will create Trading Cards.
    - b. Students will demonstrate personal growth of the Cold War though creating trading cards.
    - c. Students will select relevant material for reading and writing purposes. (CCS 5.1.1)
    - d. Students will paraphrase, summarize, organize, and synthesize information. (CCS 5.3.3)
    - e. Students will give credit for others' ideas, images, or information. (CCS5.4.4)
    - f. Students will use information to produce a quality product. (CCS5.5)
- B. *Materials*
1. 3 X 5 note cards
  2. magazines
  3. clip art computer programs
  4. fine point black marker
  5. colored pencils
  6. Trading Card Appendix F
  7. Various types of trading cards. I.e.: baseball, Pokemon, etc.

- C. *Background Notes*  
Step up To Writing Section 8:65-68
- D. *Key Vocabulary*  
None
- E. *Procedures/Activities*
1. Pass out different types of trading cards to the students.
  2. Have the students look at the cards closely. Lead a discussion with the following questions and look for the following key answers: Who or what is on the front? Person, Place, Thing Who or what is on the back? Vital statistics, definitions, directions, explanations, etc. How do the cards look? Small, pocket-sized. Why are they made? To explain and inform.
  3. Next, give the students the topic "Cold War." Generate a class list of possible person, places, things etc. that they have discussed in their History class. Teacher should direct the students to their two column notes taken in History as a guide to help them if they do not remember.
  4. Pass out Trading Card Appendix and explain project guidelines. Teacher should use various trade cards as examples as to what to do and what not to do.
  5. Remind students to look at their Rubrics for assessment guidelines.
  6. **This Lesson should have a follow up work period the next day to work on cards.**
- F. *Evaluation/Assessment*
1. Have the students create one Cold War Trade card in class.
  2. The general rubric will be used to assess the students work.

**Lesson Three (Science): History of nuclear energy**

- A. *Daily Objectives*
1. Lesson Content
    - a. Key individuals in the development of nuclear energy
  2. Concept Objective(s)
    - a. Understand the development of nuclear energy through historical figures.
  3. Skill Objective(s)
    - a. Students will describe the contributions of science made by people in different cultures and at different times in history. (Colorado State Standard 6)
- B. *Materials*  
Student note sheet - history of nuclear energy (Appendix J1)
- C. *Background Notes*  
Appendix J2
- D. *Key Vocabulary*  
None
- E. *Procedures/Activities*
1. Lecture using overheads when available.
  2. Students will generate a time-line of the growth of nuclear energy (must include at least 10 events).

- F. *Evaluation/Assessment*  
1. Completed time-line

**Lesson Four (History): Korean War**

- A. *Daily Objectives*
1. Lesson Content
    - a. Korean War
    - b. Inchon
    - c. MacArthur
    - d. 38<sup>th</sup> Parallel
  2. Concept Objective(s)
    - a. Students will develop an awareness of why armed conflicts materialize.
  3. Skill Objective(s)
    - a. Students will locate Korea on the map.
    - b. Students will analyze the reasons for military conflict through writing.
- B. *Materials*
1. Masking Tape
  2. Map of Korea
  3. Handout maps for students of Korea
- C. *Background Notes*  
Review the Korean Geography
- D. *Key Vocabulary*
1. Inchon- important landing/battle point for the UN forces pushing North Korea out of the south.
  2. 38<sup>th</sup> Parallel- Dividing line between North and South Korea
  3. Partition- to separate or divide land
- E. *Procedures/Activities*
1. Have students push desks apart clearing a space in the classroom (this will also work outside). Tape a line across the floor dividing the classroom into two parts. Split the students and place them on both sides of the tape. Lead a discussion asking the students what this separation reminds them of. Their answers will vary. Make connections to football or something that they will understand in which a dividing line is created. (like drawing a line in the car and telling a sibling not to cross it)
  2. In football two teams are trying to cross this line. One to get towards their goal and the other to try and stop them. Connect this to the creating of the Berlin Wall and the separation of Berlin. But remind the students no force was used in the dividing of Berlin. It was not until the Korean War that the first armed conflict of the Cold War took place.
  3. Now connect the line in the classroom to the 38<sup>th</sup> parallel; the line that separated North and South Korea after WWII and was crossed by the North Koreans in the 50's causing UN involvement.
  4. Review what lines of latitude and longitude are.
  5. Pass out student maps of Korea and label using the large map.

6. Create timeline of Korean War events on board.
- F. *Evaluation/Assessment*
1. Completion of timeline
  2. Quiz on Korean geography

**Lesson Four (Science): Wrapping it up**

- A. *Daily Objectives*
1. Lesson Content
    - a. Reinforcement of Lessons 1 and 2
  2. Concept Objective(s)
    - a. Understand that the theme of energy is important to considerations of ethical behavior and the relationships of science and technology to society.
    - b. Understand the limitations of some sources of energy and the need to conserve them or avoid their use.
  3. Skill Objective(s)
    - a. Students will give examples of how scientific knowledge changes as new knowledge is acquired and previous ideas are modified. (CSS 6: Grade Level Expectations 8)
    - b. Students will know that nuclear reactions convert a fraction of the mass of interacting particles into energy (fusion involves the splitting of a large nucleus into smaller pieces; fusion is the joining of two nuclei at extremely high temperature and pressure) and release much greater amounts of energy than atomic interactions.
- B. *Materials*
1. "Video: Nuclear Energy/Nuclear Waste"
  2. Video Notes Worksheet (Appendix K)
- C. *Background Notes*
- None
- D. *Key Vocabulary*
- None
- E. *Procedures/Activities*
1. View the video (30 min.)
  2. Students take notes on worksheet.
  3. Discussion of topics in video.
  4. Possible questions:
    - a. Explain why nuclear energy is considered such a valuable energy resource. (The most powerful, unlimited source of energy, does not add to pollution problems.)
    - b. The pictures at the beginning of the video show a very clear contrast between clean and polluted environments. Talk about how these pictures make you feel and how they may relate to nuclear energy.
    - c. How do you perceive the future of atomic power? On what facts do you base your opinion?
- F. *Evaluation/Assessment*

1. Participation in discussion of video

### **Lesson Five (History)**

#### **A. *Daily Objectives***

1. Lesson Content
  - a. Joseph McCarthy and McCarthyism, House Un-American Activities Committee
  - b. Spy Cases: Alger Hiss; Rosenbergs
  - c. CIA, FBI, KGB, J. Edgar Hoover
2. Concept Objective
  - a. Student will recognize how political power has been acquired, maintained, used, and/or lost throughout history.
3. Skill Objective
  - a. Students will analyze data and make conclusions about McCarthyism.

#### **B. *Materials***

1. *All the People*, Joy Hakim
2. Notebook Paper

#### **C. *Background Notes***

Review McCarthyism, and the Red Scare

#### **D. *Key Vocabulary***

1. “Witch hunts”- the fast paced, sometimes biased search for a scapegoat

#### **E. *Procedures/Activities***

1. Before coming to class the students should read chapters 6-8, pages 36-48 in *All the People*. They should also make a list of important terms from the reading.
2. Pick out a similarity in a group of students as they enter the classroom. This could be the same color shirt, or short hair, something that can separate the class into smaller groups. Make a statement as vague as the one made by McCarthy stating the number of communists in the State Department. Be sure there are a couple of students who can handle the being separated out in front of the class.
3. Once the class is ready to go hold up a piece of paper and make some wild accusation like “I have in my hand the names of 6 students who have cheated in PE” or “been spreading evil rumors about their classmates and teachers.”
4. Then start to call the pre-selected students and asking them questions like did they once watch a sport on television, or did they ever talk about one of their teachers while not in that class. Ask questions that they will most likely have a yes answer to like the ones above. Then start to connect this with something like the original accusations. Take any answer that a student gives and twist into something that is not what they meant but what you wanted them to say. As the accused students start to get frustrated and the other students aide in the questioning, stop the proceedings and have the students think back to what they read about McCarthyism.

5. Have the students write what they think McCarthyism was. Also have them investigate why and how it became such a powerful force.
  6. Begin a class discussion about McCarthyism and communism. Be sure to look at all sides of the story, and do not forget that the Communist Party was a registered political party at the time. Also have the students look at the blue column on the left hand side of page 44 in *All the People*.
  7. The students write a well thought out essay on the whether McCarthy was justified or not. Make sure they use all the facts they can to support their view.
- F. *Evaluation/Assessment*
1. The paper on McCarthyism

**Lesson Six (History): Presidents of the Cold War**

- A. *Daily Objectives*
1. Lesson Content
    - a. Truman and the Post WWII world
    - b. Eisenhower and the fear of military buildup
    - c. Kennedy- youth and passion
    - d. Johnson- The struggle of Vietnam
  2. Concept Objective
    - a. Students learn the history of relationships among different political powers and the development of international relations.
  3. Skill Objective
    - a. Students compare the different approaches and roles of different Presidents during the Cold War.
    - b. Students analyze the general chronological order of events and people in history.
- B. *Materials*
1. Sheet of Butcher Paper
  2. *All the People*; Joy Hakim
  3. World Map
- C. *Background Notes*
1. Review Truman's presidency
- D. *Procedures/Activities*
1. Students pull out their notes on Truman and his policies from Lesson Five.
  2. Begin making a time line of Presidents starting with Truman and the end of WWII.
  3. Go through Eisenhower material and link with their notes on Korean War.
  4. Add Eisenhower material to Timeline.
  5. Introduce Kennedy and the Cuban Missile Crisis.
  6. Introduce Johnson and link to knowledge of Kennedy and the Vietnam War.
  7. Point out differences between Eisenhower and Kennedy and the role of television in the Kennedy/Nixon election of 1960.
  8. Have students read pages 49-53 and 88-92. They are to write a short response essay comparing/contrasting Ike and JFK.

- E. *Evaluation/Assessment*
  - 1. Short response essay

**Lesson Six (Language Arts): Comparing and Contrasting; It's the Write Thing**

- A. *Daily Objectives*
  - 1. Lesson Content
    - a. Accordion Style Paragraphs
    - b. Note Taking
    - c. Inaugural address of Kennedy
    - d. Farewell speech of Eisenhower
  - 2. Concept Objective(s)
    - a. Students will recognize the speaker's point of view and purpose.
  - 3. Skill Objective(s)
    - a. Students will use reading, writing, viewing and listening skills to solve problems and answer questions. (CCS 4.2.2)
    - b. Students will make predictions, draw conclusions and analyze what they read hear and view. (CCS 4.3.3)
    - c. Students will paraphrase, summarize, organize, and synthesize information. (CCS 5.3.3)
    - d. Students will use information to produce a quality product. (CCS5.5)
- B. *Materials*
  - 1. Farewell address of Eisenhower
  - 2. Inaugural address of Kennedy
- C. *Background Notes*
  - 1. *Step Up to Writing* Section 3: 25-38
  - 2. *The American Reader* p.308-311; 315-317
- D. *Key Vocabulary*

None
- E. *Procedures/Activities*
  - 1. Review point of view and purpose of the writer.
  - 2. Have the students in small groups generate a list of speeches that they may have heard or read. Have students brainstorm on the point of view and the purpose of the speaker and the speech.
  - 3. Have the students share their findings with the class. List them on the board.
  - 4. Read aloud to the class the farewell address of Eisenhower. Have them listen for his purpose and points of view. Have the students take notes on their findings. This step may have to be repeated for some students.
  - 5. At the end of the speech, have the students share their findings. Lead them in a discussion as to what and why they have written what they did. Then point out key parts of the speech. Again, list key findings on the board.
  - 6. Repeat steps 5 and 6 for the inaugural address of Kennedy.
  - 7. Next, have the students create a chart on the board of similarities and differences of the two speeches. Have the students copy this in their notes.

8. Quickly review comparison and contrast paragraphs, students should be aware of them from previous lessons.
- F. *Evaluation/Assessment*
1. Have the students write an accordion style paragraph comparing and contrasting the speeches read in class. Remind students to follow Rubric for assessment guidelines.

**Lesson Seven (History): The Space Race**

- A. *Daily Objectives*
1. Lesson Content
    - a. Sputnik
    - b. Yuri Gagarin
    - c. Apollo Missions
    - d. Neil Armstrong, John Glenn
  2. Concept Objective
    - a. Students understand the impact of scientific and technological developments on individuals and societies.
  3. Skill Objective
    - a. Student will compare the race for the moon with the race to build more weapons.
- B. *Materials*
1. *Nova - To the Moon* Studio: Wgbh Boston Video, Theatrical Release Date: March 3, 1974 Video Release Date: July 13, 1999 Run Time: 120 minutes
  2. Student Timelines
- C. *Background Notes*
1. Review the beginning of space exploration
- D. *Key Vocabulary*
1. Sputnik- First Satellite in Space, USSR
  2. Yuri Gagarin- First Soviet/Man in Space
  3. Neil Armstrong- First Man on the Moon, US
- E. *Procedures/Activities*
1. Have the class watch *Nova - To the Moon* Video on the space race.
  2. Class discussion on the Race for the Moon focusing on keys points of the space race.
  3. The students write a short response piece exploring the race for the moon with the race to develop Nuclear weapons.
- F. *Evaluation/Assessment*
1. The essay

**Lesson Eight (History): TV, Fast Food, and Rock ‘N’ Roll**

- A. *Daily Objectives*
1. Lesson Content
    - a. The growth of suburban areas
    - b. The quiet home life and American dream myth of Husband, Wife, 2.5 kids, dog, cat and picket fence
    - c. The influence of television.

2. Concept Objective(s)
    - a. Students understand the history of social organization in various societies. CO standard 3.2
  3. Skill Objective(s)
    - a. Students will identify the characteristics of 50's culture through writing.
- B. *Materials*
1. *All the People*
  2. Notebook paper
  3. Videotape of 50's television show. Many found on "Nick at Nite"
- C. *Background Notes*
1. Review the social make up of the 50's US
- D. *Key Vocabulary*
1. Suburban- Housing developments on the outskirts of cities.
- E. *Procedures/Activities*
1. Before class the students are to read *All the People* pages 54-59.
  2. In small groups have the students create lists of things that they use in their everyday lives that they think they can trace back to the fifties. The product does not necessarily have to be from the 50's, but they should focus on things that gained popularity and importance in the 50's, like the television and the automobile.
  3. Create one large list on the board.
  4. Go through the list making additions and changes as a class. There are wide ranges of words that may come up.
  5. Show clips of television shows that show the 50's lifestyle, play music from the fifties.
  6. Make a list comparing the lifestyle of the 40's to that of the 50's.
  7. The students then write a short answer essay describing life in the 50's.
- F. *Evaluation/Assessment*
1. Short answer essay

**Lesson Eight (Music): Irving Berlin in WWII**

- A. *Daily Objectives*
1. Lesson Content
    - a. "God Bless America"
    - b. "This is the Army"
    - c. Integrated Army unit
    - d. "Oh, How I Hate To Get Up in the Morning"
    - e. Medal of Merit
  2. Concept Objective(s)
    - a. The students will relate to music as a historical record of society.
  1. Skill Objective(s)
    - a. The students will identify the effects of WWII on the music of Irving Berlin.
- B. *Materials*
1. VCR

2. A&E Biography on the life of Irving Berlin
  3. Vocabulary Attributes Chart for Lesson Five
- C. *Background Notes*
1. Review the A&E Biography video on the life of Irving Berlin up through WWII.
  2. **This lesson has been taken from the Unit on Irving Berlin.**
- D. *Key Vocabulary*
1. World War Two- War fought during the late '30s and '40s which involved most of the world
  2. Medal of Merit- National medal for special service to the American government
- E. *Procedures/Activities*
1. The teacher will teach Irving Berlin's experiences through WWII in lecture format. In the late 1930s, WWII loomed large on the horizon. Irving Berlin never lost his gratitude at being an American citizen. Even though he had experienced prejudice as an immigrant, he still considered America his home. He wanted to write a song to show his pride in being an American. He made attempts at writing a new song but nothing worked. He went back to his trunk and pulled out a song he had written 18 years earlier for WWI. His musical secretary at the time had called the song too sentimental and no one would want to hear it. The song no one wanted to hear was "God Bless America." Berlin gave it to Kate Smith to sing on Armistice Day November 11, 1938. It became an instant classic. Even then it was met with prejudice. Outcries railed that an immigrant would dare write such words. None of it mattered. It was the song of hope America needed. Soon there calls for it to become the National Anthem replacing "The Star Spangled Banner." Berlin, however, would not allow it.
  2. As America entered WWII, Berlin was in his '50s. Too old to serve in the armed forces, he nonetheless wanted to honor his country. He wrote a revue called "This is the Army." "This is the Army" formed its own unit and toured all during the war. Berlin wrote a song called "What the Well-dressed Man will Wear in Harlem." He insisted that black soldiers perform the number. This made "This is the Army" the only integrated unit in the army for the duration of the war.
  3. Berlin himself performed in "This is the Army." He sang a song which had made him famous during WWI, "Oh, How I Hate to Get Up in the Morning." It was a great moral booster for the soldiers. "This is the Army" raised 9 million dollars in relief effort for families who had lost loved ones during the war.
  4. Hollywood made a movie of "This is the Army" in which Berlin sang his song. As he was in rehearsal one of the stagehands was heard to say, "If the guy who wrote this song heard this, he'd roll over in his grave!" Berlin wasn't much of a singer.

5. In 1945 Berlin was awarded the Medal of Merit for his work in WWII. He later said that was the biggest emotional experience of his life and nothing ever topped it.
  6. The teacher will show the A&E Biography on the life of Irving Berlin through WWII.
- F. *Evaluation/Assessment*
1. There will be a written test at the end of the unit.
  2. Vocabulary Attributes Chart for Lesson Five.

**Lesson Nine (History): Crisis To Close to Home**

- A. *Daily Objectives*
1. Lesson Content
    - a. Cuban Missile Crisis
    - b. Bay of Pigs Invasion
    - c. Robert Kennedy
    - d. Nuclear Deterrence, “Mutual assured destruction”
  2. Concept Objective(s)
    - a. Students will learn the relationship between foreign governments.
    - b. Students will recognize government policies in the Nuclear Age.
  3. Skill Objective(s)
    - a. Students will analyze the role of nuclear deterrence today compared to the 1960’s.
- B. *Materials*
1. *All the People*; Joy Hakim
  2. Map of United States and Cuba
  3. Previous Timelines of Cold War
- C. *Background Notes*
1. Review the Cuban Missile Crisis and JFK’s Foreign policies
- D. *Key Vocabulary*
1. Fidel Castro- Communist ruler of Cuba
  2. Nuclear Deterrence- The notion of having a large nuclear stock pile to keep others from attacking
- E. *Procedures/Activities*
1. Students need to read *All the People* Chapter 18, pages 93-96 before class begins taking notes on important terms.
  2. Look at map and focus on the location of Cuba in relation to the United States. Discuss the role of the United States in Caribbean Sea in History. Review the Spanish-American War and the relationship between the US and Cuba before the Cuban Revolution took place and Castro assumed power.
  3. Add notes of Cuba-US relations focusing on the Cold War to the timeline along with Information on JFK.
  4. Discuss the idea of Nuclear Deterrence and its role in the Cold War. Write a short essay on the role of Nuclear Deterrence in the Cold War.
- F. *Evaluation/Assessment*
1. Written assignment on nuclear deterrence

**Lesson Ten (History): A Dark Day in Dallas**

A. *Daily Objectives*

1. Lesson Content
  - a. John Fitzgerald Kennedy
  - b. Robert Kennedy
  - c. The Warren Commission, Lee Harvey Oswald
2. Concept Objective(s)
  - a. Students will learn the pain a Presidential Assassination puts on a nation.
3. Skill Objective(s)
  - a. Students summarize how political power has been acquired, maintained, used, and/or lost throughout history.

B. *Materials*

1. *All the People*
2. Barbour, J. *The Assassination of JFK*. Studio: Mpi Home Video, 1992, Video Release Date: May 13, 1992 Run Time: 78 minutes

C. *Background Notes*

1. Review the JFK assassination

D. *Key Vocabulary*

1. Warren Commission- Group Appointed by LBJ to investigate JFK's death
2. Lee Harvey Oswald- accused of killing JFK

E. *Procedures/Activities*

1. Have students read *All the People* chapter 21 pages 105-08 in class filling in the important terms on their list.
2. Watch the video JFK, The Magic Bullet Theory.
3. Have students ask relatives where they were when Kennedy was killed and write a paragraph. If they can't ask a family member, or a family member cannot remember where they were, have the student write about an event that happened in their life that they remember where they were when they heard about it. Possible ideas may be JFK Jr's plane crash or Princess Diana's death.

F. *Evaluation/Assessment*

1. The students will turn in the answers of their family members, or their memories.

**VI. CULMINATING ACTIVITIES**

- A. The completion of the student timeline with all the Cold War facts.
- B. Students will generate Trading Cards and trade their creations with other students (the cards are an awesome study tool for students).
- C. Students are to generate a Book Response on the Cold War.
- D. Science Quiz: Appendix L

**VII. HANDOUTS/WORKSHEETS**

- A. Language Arts Appendices A-F
- B. History Appendices G-H

- C. Science Appendices I-L

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**PROJECT / REPORT / ACTIVITY**

**COMMENTS:  
RUBRIC**

**CONTENT**

- 4 - Main ideas clearly communicated
- 3 - Main Ideas communicated
- 2 - Main ideas somewhat communicated
- 1 - Main ideas unclear
- 0 - Main ideas nonexistent

**QUALITY OF IDEAS**

- 4 - Superior development of ideas
- 3 - Good development of ideas
- 2 - Somewhat developed ideas
- 1 - Underdeveloped ideas
- 0 - No ideas

- 4 - Superior organization
- 3 - Well organized
- 2 - Minimal use of organization
- 1 - Unorganized
- 0 - No hint of organization at all

**SENTENCE STRUCTURE**

- 4 - Superior sentence structure and no errors in fluency
- 3 - Good sentence sense and minimal errors in fluency
- 2 - Adequate sentence structures, some sentence fragments and run ons.
- 1- Extensive sentence fragments and run ons.
- 0 - Illegible sentences.

**GRAMMAR, PUNCTUATION AND SPELLING**

- 4 - Correct capitalization, punctuation and spelling
- 3 - Very few errors in capitalization, punctuation and spelling
- 2 - Some errors in capitalization, punctuation and spelling
- 1 - Many incorrect capitalization, punctuation and spelling
- 0 - Illegible words

**POINT SCALE**

- A = 4**
- B = 3**
- C = 2**
- D = 1**

**Appendix B**  
**INDIVIDUALIZED BOOK RESPONSE**

**As related to the Cold War**

**Due:** \_\_\_\_\_

**DEVELOP A STUDY GUIDE**

Write 5 factual and 5 thought questions. Focus on the issues you have discussed in your social studies class relating to the Cold War. No question should have a simple yes or no answer. Answer the question in complete sentence format.

**EXAMPLES:**

*Name the countries involved in the Cold War*  
*How would you feel if you thought there might be a nuclear war?*

**VOCABULARY WORDS**

Select Ten words from the text, which are new or unfamiliar to you. Record the word, the page number where it can be found in the book, and copy the sentence it came from in the book. Write the dictionary meaning of the word that best describes its use in the book.

**VOCABULARY WORD EXAMPLE**

*A People's History of the United States page 418*  
*"With that aid, the rebellion was defeated in 1949."*  
*Rebellion: a defiance of or opposition to any authority or control*

**CRITIC'S RESPONSE**

Write an eight-sentence accordion paragraph in response to the history text you read. Focus on the following questions:

**SO WHAT IS IMPORTANT ABOUT THIS PART OF HISTORY? WHAT DID I LEARN?**

**ACCORDION FORMAT**

*Topic (green)*  
*Support 1 (yellow)*  
*Example (red)*  
*Support 2 (yellow)*  
*Example (red)*  
*Support 3 (yellow)*  
*Example (red)*  
*Conclusion (blue)*

**COMPARISON/CONTRAST RESPONSE**

Write an eight-sentence accordion paragraph comparing or contrasting the history text you have chosen to a current event you have read in the newspaper. Remember to cite your ideas and give specific examples.

## **Appendix B, con't.**

### **ACCORDION FORMAT**

*Topic*  
*Detail*  
*Example*  
*Example*  
*Detail*  
*Example*  
*Example*  
*Conclusion*

### **FINAL PRODUCT**

The book response submitted is a final product. That means it should be typed. It should have a title page with the following information: book title, author, and number of pages, your name, date, and class section. Each section included in class section: study guide, vocabulary words, critic's response, and comparison/ contrast response. Each section should be properly labeled.

**Appendix C**  
**LANGUAGE ARTS**  
**VOCABULARY STUDY GUIDE**  
**FOR THE TEACHER**

1. doctrine – official state document
2. containment - political policy designed to stop another country from spreading
3. truce – temporary end to fighting
4. counterespionage – actions to prevent spying
5. deterrence – to discourage through fear
6. suburbs small controlled communities outside of the city
7. exile – banish someone from his or her country
8. oust- throw out
9. hindsight - the ability to see what should have been done after it has happened
10. ominous- threatening
11. vindictive - wanting revenge
12. hysteria – exaggerated out of control reaction
13. loathsome – an intense dislike or hate
14. obnoxious – being very offensive or dislikable
15. repugnant - repulsive
16. odious- being hateful or dislikable
17. detest – to hate or loathe
18. sacrosanct – very special and sacred
19. perjury – lying under oath
20. blacklist – list of people banned from something
21. extremist – someone doing something to the extreme (far left or far right)
22. chutzpah – being shameless or crass
23. affluent – having a prestige
24. ubiquitous – being present everywhere at the same time
25. feisty – being lively or energetic
26. atoll- ring shaped island
27. bipartisan – two parties
28. clamor – agitate noisily for something
29. infamy – having a bad reputation
30. charisma- special quality or trait someone has that is noticeable
31. fiasco – a disaster

**Appendix D**  
**LANGUAGE ARTS**  
**VOCABULARY STUDY GUIDE**

1. doctrine – official state document
2. containment - political policy designed to stop another country from spreading
3. truce – temporary end to fighting
4. counterespionage – actions to prevent spying
5. deterrence – to discourage through fear
6. suburbs small controlled communities outside of the city
7. exile – banish someone from his or her country
8. oust- throw out
9. hindsight - the ability to see what should have been done after it has happened
10. ominous- threatening
11. vindictive - wanting revenge
12. hysteria – exaggerated out of control reaction
13. loathsome – an intense dislike or hate
14. obnoxious – being very offensive or dislikable
15. repugnant - repulsive
16. odious- being hateful or dislikable
17. detest – to hate or loathe
18. sacrosanct – very special and sacred
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20. blacklist – list of people banned from something
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23. affluent – having a prestige
24. ubiquitous – being present everywhere at the same time
25. feisty – being lively or energetic
26. atoll- ring shaped island
27. bipartisan – two parties
28. clamor – agitate noisily for something
29. infamy – having a bad reputation
30. charisma- special quality or trait someone has that is noticeable
31. fiasco – a disaster

**Appendix E**  
**LANGUAGE ARTS**  
**QUIZ**

**DIRECTIONS: Demonstrate an understanding the list of terms. You must define and use the terms in complete sentences.**

1. doctrine
2. containment
3. truce
4. counterespionage
5. deterrence
6. suburbs
7. exile
8. oust
9. hindsight
10. ominous
11. vindictive
12. hysteria
13. loathsome
14. obnoxious
15. repugnant
16. odious
17. detest
18. sacrosanct
19. perjury
20. blacklist
21. extremist
22. chutzpah
23. affluent
24. ubiquitous
25. feisty
26. atoll
27. bipartisan
28. clamor
29. infamy
30. charisma
31. fiasco

**Appendix F**  
**COLD WAR TRADING CARDS**  
**THE DELUXE EDITION**

**Due:** \_\_\_\_\_

**OBJECTIVE AND PURPOSE:** Demonstrate personal growth in the study of the Cold War by creating trading cards. You are to create your very own personal trading cards depicting persons, places, things, ideas, propaganda, events, ethnic/racial groups, etc that were involved in the Cold War.

**GUIDELINES and EXPECTATIONS:**

1. Use your class notes, textbooks, magazines, Internet, clip art, etc for information.
2. Each card must be no larger than a 3 X 5-note card.
3. On the front side of the card: You must illustrate or have a picture of your topic.
4. On the backside of your card: You must include relevant data, facts, figures, etc of your topic on the front side of the card.
5. All work is to be colored in color pencil and outlined in black fine point felt pen.
6. All written work is to be done neatly in black ink or word-processed. No white out please!
7. Refer to general Report Rubric for guidelines and scoring criteria.
8. Document sources used.
9. Minimum cards to be completed \_\_\_\_\_.

**NOTE:**

In order to receive any type of grade you must follow the above guidelines and expectations closely

If you are not sure how your cards should look like, look at Baseball Cards, Marvel Comic Cards, etc.

## Appendix G

### History Terms

Marshall Plan  
Truman Doctrine  
NATO  
Warsaw Pact  
Berlin Airlift  
“Iron Curtain”  
Berlin Wall  
Hungarian Revolution  
Marshall Tito  
Josef Stalin  
Nakita Khrushchev  
Harry Truman  
Dwight Eisenhower  
John F. Kennedy  
Lyndon Johnson  
Richard Nixon  
Douglas MacArthur  
38<sup>th</sup> Parallel  
Alger Hiss  
Rosenbergs  
House Un-American Activities Committee  
J. Edgar Hoover  
CIA, FBI, KGB  
Sputnik  
Yuri Gagarin  
Robert Kennedy  
Cuban Missile Crisis  
Bay of Pigs Invasion  
Fidel Castro  
Nuclear Deterrence  
Lee Harvey Oswald  
Warren Commission  
Neil Armstrong  
Levittown  
Television  
Baby Boom  
Dean Acheson

## Appendix H

# Cold War Chess

Each student will receive a country with a connection to the Cold War. The students will find and display two maps. The first map needs to be from before the start of the Second World War, and one from the height of the Cold War (right around 1955). The maps should be colored and labeled. The students will present their maps to the class.

The second part of the assignment is the chess piece. Students will need to do enough research about their country to be able to pick out something that could be used as a symbol of that country. A few examples would be a flag or a mascot. The mascot of the school is a way to represent the school. The same goes for a country.

Create the chess piece to fit the parameters listed below, and be very creative. Your chess piece will also be presented to the class along with the maps. A type written explanation of the piece is required. Share in writing why this piece was created in the way that it was. Why did you choose the symbol or figure that you did? The reports will be graded on clarity, organization, thoughtfulness, and thoroughness. Of course grammar, spelling and all that fun stuff will be graded as well.

There are very few requirements when it comes to the chess game. Just make sure that they fit into the square and are close to their designated heights

We need the main pieces, the kings and queen, to be bigger than the bishops that need to be taller than the castles and so on.

Our chessboard, the world, will have squares roughly 2 and 1/2 inches in length. The king and queens should be around 7 inches in height

Bishops	5 1/2 inches in height
Knights	5 1/2 inches in height
Castles	4 inches in height and
Pawns	3 inches in height max.

Please remember these are all rough numbers and the pieces do not have to be exact but get them as close as you can. Suggestions for piece ideas will be discussed in class. Think of things that represent our country, and work from there.

The colors of the Pieces must also be somewhat similar. The countries on the Soviet side of the board should be made in red and black. The countries on the US side should be blue and white. I understand that some pieces will be flags that have different colors than the red and black, or the blue and white. Do your best to make these colors work. Some flags can be modified as long as the symbols on the flags are correct.

You should also think about what your piece is. If your piece is a Knight, make it somewhat similar to a horse. We will need to be able to tell the differences in the pieces. You may want to talk with the other students making the other knights and make them somewhat the same. Remember you will want to make sure you do not lose the identity of your piece.

Through this game of chess you will see how the countries of the Cold War interacted. The Cold War was just like a large Chess Game with the world as a globe. Here are the lists of the countries.

## Appendix H, con't.

<b>United States</b>	<b>King</b>	<b>USSR</b>
<b>United States</b>	<b>Queen</b>	<b>USSR</b>
United Kingdom	Bishop	Czechoslovakia
Italy	Bishop	Hungary
Greece	Knight	Cuba
Turkey	Knight	China
W. Germany	Castle	E. Germany
S. Korea	Castle	Poland
Norway	Pawn	Romania
Denmark	Pawn	Bulgaria
Luxembourg	Pawn	N. Korea
Belgium	Pawn	Yugoslavia
France	Pawn	Vietnam
Spain	Pawn	Chile
Portugal	Pawn	Ukraine
Netherlands	Pawn	Latvia

**Appendix I 1**  
**Student Note Sheet - Nuclear Energy**

**Forms of Energy**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**Sources of Energy**

1. \_\_\_\_\_

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2. \_\_\_\_\_

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**Parts of an atom**

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**Fusion**

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**Fission**

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## **Appendix I 2**

### **Notes on Lesson 1**

#### **VOCABULARY**

Energy: any source of usable power

Proton: a particle which is found in the nucleus of an atom and which has a positive electric charge.

Neutron: a particle which is found in an atom's nucleus and which has no electric charge.

Electron: a particle which orbits an atom's nucleus and which has a negative charge.

Nucleus: the center of the atom where protons and electrons are located.

Radioactive elements: unstable atoms (see below)

Fission: the process by which a large atomic nucleus splits to form two smaller ones.

Fusion: a process in which nuclei of atoms join together, releasing tremendous energy.

#### **NOTES**

Six forms of energy: mechanical, heat, electrical, wave, chemical, and nuclear.

Sources of energy: for example, heat (coal, natural gas, solar, atomic, geothermal, and thermonuclear), mechanical motion (falling water, wind)

Fossil fuels - carbon, coal, oil, natural gas

Impact of fossil fuels

Fossil fuels as finite source; renewable and nonrenewable resources

The word 'radiate' means to 'spread out in rays', and 'radioactive' simply refers to something capable of sending out rays or minute particles at very high speed. Light, heat, and radio waves are all forms of radiation. There are many types of radiation. In the world of nuclear energy, the type we are concerned with is 'ionizing' radiation. Ionizing radiation transfers electrically charged particles called ions into the object it strikes. Too much ionizing radiation can affect people's health, and even cause death. The materials used to produce nuclear power give off ionizing radiation, and that is why some people are worried about it.

Every element is made up of atoms that have a nucleus of protons and neutrons. Some of these are 'stable' and others are 'unstable'. A 'stable' atom must have the right number of neutrons to balance the protons. Most of the things around us are made of stable atoms, which never change. Some atoms do not have the right balance of protons and neutrons, and so they are unstable. It is these unstable atoms which are radioactive. They can disintegrate and send out tiny particles and rays called Alpha, Beta, and Gamma rays.

Radioactive elements have always existed, so people have lived in a radioactive environment since the world began. Most natural radiation, such as that from sun, soil, and rocks is absorbed into the Earth's atmosphere. This low-level natural radiation has been around us for thousands of years, and scientists do not think it does us any harm.

## Appendix I 2, con't

The production of nuclear power causes a more intense type of radiation known as high-level radiation. When atoms split in a nuclear power station, for example, they throw out radiations as fast-flying particles and rays.

Uranium is the heaviest atom found in nature. Its atomic weight is 238 making it 238 times heavier than hydrogen. Heavier atoms such as plutonium (242) and lawrencium (257) can be made artificially through nuclear reactions.

An atomic bomb gets its energy from nuclear *fission*. The hydrogen bomb gets its energy from nuclear *fusion* and is known as a *thermonuclear* weapon. An ordinary A-bomb must be exploded first to generate the enormous heat needed to set off an H-bomb..

The A-bomb explosive power is measured in kilotons (one kiloton 1000 tons of TNT). The H-bomb's explosive power is measured in megatons (1 megaton = 1 million tons of TNT). The Soviets exploded the most powerful H-bomb to have been tested - 60 megatons, exploded in 1961.

**Appendix J1**

**Student Note Sheet - History of Nuclear Energy**

**Historical Events in the Development of Nuclear Energy**

1800's

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1900 to 1950

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1950 to present

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## Appendix J2

### Notes - History of Nuclear energy

Our sun produced nuclear energy for about 5 billion years (Hydrogen atoms combine to form helium in a fusion reaction which releases the Sun's life-giving energy); people have been creating it for only about 60 years.

1807 - British chemist John Dalton produced a theory about atoms. He declared that everything is made of atoms, and that these cannot be created or destroyed - first steps toward modern atomic theory.

1896 - Henri Becquerel discovers uranium gives off a special ray

1897 - J. J. Thomson discovers the negatively charged particles, or electrons, are part of all atoms and that atoms have positively electrically charged particles to hold the negative electron in place

1898 - Marie and Pierre Curie discover radioactive polonium and radium

1900 - German physicist Max Planck showed that when a body gives off energy, this energy is radiated in "bundles", not as a steady stream. Planck called these bundles *quanta*. This concept is known as the quantum theory.

1911 - Ernest Rutherford describes the atom as mostly empty space with a central, positively charged nucleus surrounded by orbiting electrons

1919 - Ernest Rutherford was the first to split the atom thus changing one substance into another. He bombarded atoms of nitrogen gas with alpha particles. This changed them into oxygen and hydrogen atoms.

1938 - Otto Hahn and Fritz Strassman use the neutron to achieve fission of the uranium atom

1942 - December 2 - Nuclear Age began; in Chicago, a group of scientists headed by Enrico Fermi produce the first self-sustained atomic fission reaction

1945 - August 6 - United States dropped atomic bomb on Hiroshima, Japan

1945 - August 9 - U.S. dropped atomic bomb on Nagasaki, Japan, ending World War II

1951 - Dr. Walter Zinn's fast breeder reactor, Experimental Breeder Reactor No. 1 (EBR- 1) generates the world's first electricity produced by nuclear power, lighting 4 light bulbs.

1952 - November 1<sup>st</sup>, large hydrogen bomb exploded by the U. S.

1958 - The United States' first full-scale nuclear power plant goes into service at Shippingport, Pennsylvania

1965 - First nuclear reaction functions in space

## **Appendix J2, con't.**

1979 - Unit 2 of the Three Mile Island nuclear plant near Harrisburg, Pennsylvania, suffers a major accident, but no one is injured

1980 - Nuclear energy generates more electricity than does natural gas for the U. S.

1983 - Nuclear energy generated more electricity than does natural gas for the U. S.

1986 - Chernobyl nuclear reactor explodes in the worst nuclear accident in history, killing thousands and spreading contamination throughout Europe and the world

1993 - The 109 nuclear plants in the United States make 620 billion kilowatt-hours of net electricity, or one-fifth of the nation's electricity.

**Appendix K**  
**Video Student Note Sheet**

**Types of Energy**

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**Atom and atomic energy**

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**Radiation**

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**Radioactive Waste**

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## Appendix L

### QUIZ

#### NUCLEAR ENERGY QUIZ

NAME \_\_\_\_\_

**A. Matching Column.** Match Column B with Column A by placing the correct number on the line at the left.

Column A	Column B
_____ a. source of energy	1. Three Mile Island
_____ b. non-renewable source of energy	2. Low-level radiation
_____ c. the sending out of rays or minute particles at very high speed	3. The sun
_____ d. an element that is unstable	4. Atomic bomb
_____ e. concern about use of nuclear energy	5. Radioactive
_____ f. example of fission	6. John Dalton
_____ g. process in which nuclei of atoms join together	7. Chernobyl
_____ h. first steps toward modern atomic theory	8. Nuclear waste
_____ i. produced first atomic fission reaction	9. Fossil fuels
_____ j. site of a major nuclear disaster	10. Radiation
_____ k. natural radiation	11. Fusion
_____ l. site of A-bomb explosion ending World War II	12. Nagasaki
_____ m. site of a nuclear disaster in the United States	13. High-level radiation
_____ n. generated by nuclear reactors	14. Enrico Fermi

#### Essay

Discuss the limitations of one source of energy and the need to conserve it or avoid its use.

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