

,-AMERICA IN THE FIFTIES: USING PRIMARY SOURCES TO EXPLORE AN ERA

Grade Level: 8th

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Length of Unit: Approximately three weeks (fifteen 45 minute class periods)

I. ABSTRACT

- A. This unit focuses on the role that political, social, and economic factors played in influencing the cultural atmosphere of America between 1950-1959. Incorporated within the scope of this unit, students will learn how primary sources can be used to piece together a picture of historical events and periods. By studying and analyzing primary sources through a guided process, students will use critical thinking skills to evaluate the type and value of information presented, leading them ultimately to forming their own reason-based opinions and conclusions about the period in question.

II. OVERVIEW

- A. **Concept Objectives** for this unit:
1. Students will understand how a country's cultural climate is affected by politics, economics and population growth.
 2. Students will learn the role primary historical sources play when investigating periods of history and will develop analytical abilities.
 3. Students will develop awareness of mass media and its affect on public opinion and culture.
 4. Students will understand the role historical accounts and different viewpoints play in shaping opinions on an historical subject.
- B. **Content** covered from Core Knowledge Sequence:
1. 8th Grade History and Geography
 - a. American fear of Communist expansion
 - b. McCarthyism:
 - 1) House Un-American Activities Committee (HUAC); "Witch hunts"
 - 2) Hollywood blacklisting
 - 3) Spy cases: Alger Hiss; Julius and Ethel Rosenberg
 - c. The Eisenhower years
 - 1) J. Edgar Hoover
 - 2) Soviet Sputnik satellite
 - d. The development of suburbs
 - 1) Automobile-centered city planning
 - 2) Levittown and the rise of the suburban lifestyle
 - e. American culture of the '50s The Baby Boom generation
 - 1) Influence of television
 - 2) Rock and Roll
- C. **Skills** (Students will:)
1. Be able to distinguish between primary sources and secondary historical sources.
 2. Demonstrate the ability to locate, evaluate and use primary and secondary sources to research information representing several points of view regarding a particular historical topic.
 3. Develop analytical and critical thinking skills according to Bloom's taxonomy and use them to draw logical conclusions about a period of history, using an inquiry approach.

III. BACKGROUND KNOWLEDGE

- A. Students should have a basic, general knowledge of historical and cultural events affecting American society in the years directly following WWII up to 1950.
- B. The teacher could quickly evaluate his/her class through a few minutes of oral questioning, clarifying or repeating key points important to the subsequent study of the 1950's.
- C. Especially in light of the declassification of secret documents from the McCarthy era during recent years, the teacher may find it helpful to read some of the books from the general bibliography in addition to reviewing the materials they may want to recommend to their students for research or pleasure reading. Pieces of literature to be discussed in the lessons should be read and studied and any audio and visual materials previewed. There are also many excellent web sites on topics related to the 1950s.
- D. Initial collection and preparation of primary and secondary sources to be used in this unit will probably require considerable effort. Once materials have been prepared however, they can be re-used or expanded on a year-by-year basis. See *Appendix A: Creating a Primary Source Set* for criteria to follow in selecting useful material.
(**Note:** Portions of the following lessons were adapted and modified from the *Using Primary Sources in the Classroom* teaching suggestions and lesson plans prepared at the National Digital Library's Educators' Forum held in July, 1995 in conjunction with the library staff of the National Library of Congress. For complete information, see their web site at: <http://memory.loc.gov/ammem/ndlpedu/primary.html>)

IV. RESOURCES

- A. Hakim, Joy. *A History of US: All the People*. New York, 1995.
- B. Harvey, Edmund H. Jr. (editor). *Our Glorious Century*. Reader's Digest Association, Inc., 1994.
- C. Sibley, Katherine A. S. *The Cold War*. Westport: Greenwood Press, 1998.
- D. Steins, Richard. *The Postwar Years: The Cold War and the Atomic Age (1950-1959)*. New York: Twenty-first Century Books, 1993.
- E. ----. *Amazing Century*. Chicago: Contemporary Books, Inc., 1992.

V. LESSONS

Lesson One: Introduction to the Unit – Distinguishing Between Primary and Secondary Sources (one 45 min. class period)

- A. **Daily Objectives**
 - 1. Lesson Content
 - a. Learning to distinguish the difference between primary and secondary sources.
 - 2. Concept Objectives
 - a. **Concept Two:** Students will learn the role that primary historical sources play in investigating periods of history and develop analytical abilities.
 - b. **Concept Four:** Students will understand the role historical accounts and different viewpoints play in shaping opinions on an historical subject.
 - 3. Skill Objectives
 - a. Students will be able to compare and contrast the concepts of *primary* and *secondary sources* when analyzing historical materials.
- B. **Materials**
 - 1. Each student will need:
 - a. Appendix B: IDENTIFYING PRIMARY AND SECONDARY SOURCES

- b. Before class, the teacher will have prepared a bulletin board with rubrics for listing and categorizing primary and secondary sources while working through this unit (use the table in *Appendix B* as a model). Make sure that there is sufficient room in the bulletin board rubrics to display the examples of primary and secondary sources you have selected to use in this lesson.
 - c. An overhead transparency with the key vocabulary and definitions already written on it, non-permanent transparency pens and a soft cloth or tissue for cleaning the transparency if necessary.
 - d. An overhead transparency showing the questions from teaching procedure 3.
- C. **Background Notes**
- 1. This lesson provides hands-on experience in learning to identify between primary and secondary historical sources.
 - 2. For further information, visit the Library of Congress web site (URL address <http://memory.loc.gov/ammem/ndlpedu/lessons/psources/psteach.html>) prior to teaching this unit.
- D. **Key Vocabulary**
- 1. **primary source:** Actual records or artifacts that have survived from the past. *Examples:* Letters, photographs, clothing, tools, etc.
 - 2. **secondary source:** Accounts of the past created by people writing about events sometime after they have happened. *Examples:* History textbooks, biographies about historical figures or films/videos focusing on an historical topic
- E. **Procedures/Activities**
- 1. The teacher begins by defining the new vocabulary words *primary source* and *secondary source* using the overhead transparency and projector. Ask students to copy the definitions of the words into the appropriate spaces on their classification rubric sheets (*Appendix B*).
 - 2. Instruct students that they will be given objects from a box of materials about America in the 1950's. (If desired, you could concoct a story explaining that the infamous Mrs. Cleaver has left the local history museum a garageful of materials relating to the 1950s. There is so much sorting to do that the museum has asked the class to help categorize the material before they catalog it. Assign students to work individually, in pairs or small groups on this project, depending on the number of items you have collected.)
 - 3. Instruct students to answer the following questions to be turned in:
 - a. Identify the item they have been given as either a primary or secondary source and explain why it fits that particular category.
 - b. Write down 2-5 specific pieces of information their item reveals.
 - c. Write down any conclusions about the historical period. Their item came from based on the information it provided or they can draw based on the piece of material they were given.
 - d. Write down 2-5 questions they would like answered about the material they have.
 - 4. After a few minutes, call on individual students to show the class their item, explain whether it is a primary or secondary source, talk about the
 - 5. Information they were able to gather from their material and what questions they have about their material.
 - 6. Tape or pin up the piece in the appropriate rubric of the bulletin board. (Guide students in correctly identifying the type of material they have been given, if necessary.)

7. Instruct all students to write or draw the item in the appropriate rubrics of their worksheet.
 8. Collect students' papers with the information they recorded from step 3.
 9. Assign students to read the pages entitled *Examples of Primary Source Materials* (Appendix C).
- F. **Evaluation/Assessment**
1. Given individual items from a box full of primary and secondary sources about America in the 1950's, students will be evaluated orally during class as to their ability to correctly identify a piece of historical evidence as a primary or secondary source, and to explain the reasoning behind their conclusion.
 2. The teacher will collect the students' written information about their source material for evaluation.
- G. **Standardized Test/State Test Connections**
1. Analytical thinking
 2. Categorization skills

Lesson Two: Analyzing Primary Sources – “Mindwalk” Activity (one 45 min. class period)

- A. **Daily Objectives**
1. Lesson Content
 - a. Understanding what components contribute to the historical record of an era.
 - b. Realizing that only a portion of historical evidence of a given era will survive, thus limiting the amount of material historians can analyze.
 - c. Recognizing that every source is subject to bias on the part of its creator or shows a single aspect or point of view of a subject and should therefore be read or viewed skeptically and critically.
 - d. Learn to cross-check and compare information taken from one source with related materials taken from other sources.
 2. Concept Objectives
 - a. **Concept Two:** Students will learn the role that primary historical sources play in investigating periods of history and develop analytical abilities.
 - b. **Concept Four:** Students will understand the role historical accounts and different viewpoints play in shaping opinions on an historical subject.
 3. Skill Objectives
 - a. Given the definition and examples of the term *historical record*, students will be able to cite what types of historical evidence they have created and left behind during the past 24 hours that would constitute part of an historical record.
 - b. Having learned the definition of a primary and a secondary source and having completed in the “mind walk” activity, students will be able to explain what makes the historical record (evidence) so valuable to historians, what the limitations of the historical record are, how the historical record can be both enormous but also limited at the same time and what conclusions can be drawn based on the body of historical evidence.
- B. **Materials**
1. Students will need the packet of materials they have covered thus far and a pen/pencil.
 2. A prepared overhead transparency with markers for presenting new and review vocabulary.
 3. A transparency onto which *Appendix D: Mindwalking* has been photocopied.

C. **Background Notes**

1. Through the “mindwalking” activity of this lesson, students will take a look at the potential historical record left behind by their own lives. In doing so, they begin to recognize potential sources for finding historical information—some of which are not so obvious. By developing the concept that there are potentially many possibilities for historical source materials, students should become more resourceful in researching and collecting materials for the “museum displays” of the culminating activity. This ability, along with the realization that everything one reads, sees or hears should be carefully considered when evaluating its validity, is something which is invaluable not only to further studies of history, but to every other subject as well.

D. **Key Vocabulary**

1. **historical record:** The overall picture of history that is pieced together using both primary and secondary sources.

E. **Procedures/Activities**

1. Review the definitions of the following terms from Lesson 1:
 - a. **primary source:** Actual records or artifacts that have survived from the past. *Examples:* Letters, photographs, clothing, tools, etc.
 - b. **secondary source:** Accounts of the past created by people writing about events sometime after they have happened. *Examples:* History textbooks, biographies about historical figures or films/videos focusing on an historical topic.
2. Since students were assigned to read *Examples of Primary Source Types? (Appendix C)* They should be able to give a correct definition of what comprises the historical record, including some examples.
3. Ask students to turn to the *Mindwalking* page (*Appendix D*). After reading through the instructions together, give the students 5 minutes to write down their activities from the past 24 hours, one to a line. *Tell students that it is not important to list the activities in chronological order.*
4. After five minutes, read through and discuss with students the questions and activity listed under section 2. Tell them they will have approximately 10-15 minutes to complete the described task.
5. During remaining class time, lead a group discussion using the questions under section 3 of the *Mindwalking* activity sheet.
6. Assign the students to write answers to the questions found under the heading *Assignment* at the end of the *Mindwalking* exercise pages. This can either be gone over in class next hour or be handed in. (*Note: The Challenge Questions could provide an opportunity for extra credit.*)

F. **Evaluation/Assessment**

1. Students’ answers to the *Mindwalking* exercise can be evaluated orally during class or turned in for written evaluation.

G. **Standardized Test/State Test Connections**

1. Critical and analytical thinking skills

Lesson Three: Analyzing Sources – Time and Place/Bias Rules (one 45 min. class period)

A. **Daily Objectives**

1. Lesson Content
 - a. Learning what is meant by the terms *time and place rule* and *bias rule*.
 - b. Recognizing the importance of evaluating historical sources according to the *time and place rule* and the *bias rule*.
2. Concept Objectives

- a. **Concept Two:** Students will learn the role primary historical sources in investigating periods of history and develop analytical abilities.
 - b. **Concept Four:** Students will understand the role historical accounts and different viewpoints play in shaping opinions on an historical subject.
3. Skill Objectives
 - a. Given the definition of the *time and place rule* and the *bias rule*, students will be able to identify types of bias in historical materials, verbally and/or in writing.
 - b. Students will be able to correctly apply the definitions for time and place/bias rules in evaluating sources.
- B. **Materials**
1. *Appendix C: Examples of Primary Source Materials*
 2. Appendix E: Analyzing Historical Sources
- C. **Background Notes**
1. The teacher may again refer to the Library of Congress site in preparation for class discussion of the time and place/bias rules at <http://memory.loc.gov/ammem/ndlpedu/lessons/psources/analyze.html>.
- D. **Key Vocabulary**
1. **time and place rule:** The closer in place and time a source and the creator of the source were to a past event, the better the source will be.
 2. **bias rule:** Every source is subject to bias on the part of its creator or shows a single aspect or point of view of a subject and should therefore be read or viewed skeptically and critically and cross-checked against other sources.
 3. **bias:** expression of a particular point of view or attitude toward a subject.
- E. **Procedures/Activities**
1. Using a transparency of *Analyzing Historical Sources (Appendix E)*, introduce the new concepts *time and place rule* and *bias rule* by reading through the definitions and examples on the *Analyzing Historical Sources* page (*Appendix E*).
 2. Review *Examples of Primary Source Materials (Appendix C)* page (which was assigned last hour) with class, discussing with students the critical evaluation of different types of primary sources and why cross-checking is necessary. Give some fun examples as you go through each section, asking students to apply to each piece the rules for evaluation they have just learned. For example:
 - a. To make students aware that you cannot believe everything that appears in print, bring in an outlandish article from a tabloid.
 - b. As an example of the type of information and opinions that might be found in unpublished documents, use a pretend “note” that was supposedly passed between hypothetical students.
 - c. To show the strengths and drawbacks of oral history, ask a student to leave the room for a moment. After s/he is gone, ask the others to tell you what they remember about what the person was wearing and other details. Note them on the board or on a transparency. Compare differences and similarities in the information students give. Ask the described student to return and see how much correct information the students had been able to give you about him/her.
 - d. Show a normal photograph of a person or place students recognize and then show a second one of the same person or place which has been “morphed,” edited, or which shows a change over time (pictures of kids from different decades taken at your school would be interesting).

3. When you are finished, ask students to give at least two reasons why it is a good idea to cross-check and compare any evidence found in the historical record with other sources.
- F. **Evaluation/Assessment**
1. Evaluation of student comprehension and application of ideas covered during the hour could be conducted by posing the following two questions to be answered orally or as a short written quiz to be turned in at the end of the period:
 - a. Give at least two reasons why it is a good idea to cross-check and compare any evidence found in the historical record with other sources.
 - b. Apply the definitions for time and place/bias rules to evaluate the examples presented in class.
- G. **Standardized Test/State Test Connections**
1. Critical thinking and application skills
- H. **Assignment**
1. Students will complete the fill-in exercises on the timeline handout *Appendix F: Timeline 1946-1963*. A pink and a blue highlighter pen will be necessary for one of the exercises on the timeline sheet and should also be brought to the next class period.

Lesson Four: Developing an Historical Context within Which to View Source Materials: The Fear of Communism in America and the McCarthy Era (one 45 min. class period)

- A. **Daily Objectives**
1. Lesson Content
 - a. Recognizing that the spread of communism to many countries in the period directly before, during and after the 1950s played a major role in the development of anti-Communism sentiments in America during this era.
 - b. Relating events such Cold War spying, the Berlin Blockade and Airlift, atomic bomb testing and the Soviet launching of the *Sputnik* satellite to the rising fear of Communism in the United States which expressed itself through the beginning of the arms race, space race and changes in the focus of public education.
 2. Concept Objectives
 - a. **Concept Two:** Students will understand how a country's cultural climate is affected by politics, economics and population growth.
 3. Skill Objectives
 - a. Students will correctly identify or define persons/topics during the 1950s using the timeline worksheet.
 - b. Students will correctly label, color and date Communist countries during the time period directly before, during and directly following the 1950s on a blackline map.
 - c. Students will apply the data from the mapping and timeline activities to answer discussion questions about the 1950s.
- B. **Materials**
1. Students will need:
 - a. *Appendix F: Timeline: 1946-1963* (assigned last hour)
 - b. *Appendix G: Mapping the Spread of Communism* (Note: Use an enlarged version of the blackline map included here so that students can easily find and color countries with their highlighter pens.)
 2. Teacher materials:
 - a. *Appendix F: Timeline: 1946-1963* pages on transparencies

- b. *Appendix G: Mapping the Spread of Communism* on a transparency
- c. Overhead projector, screen, extra blank transparencies and pens
- d. A dictionary marked at the page listing “Communism” and “communism” (It is necessary that the dictionary you choose make this distinction.)
- e. Colored markers (red or pink and blue—to correspond with what the kids are using)

C. **Background Notes**

1. The fear of Communist infiltration in American government and society which began in the 1940s and hit its apex with the “McCarthy era” of the 1950s is still one of the most controversial topics of modern American history. Set against a backdrop of the spread of Communism in Europe and the Far East and the Korean War, Americans’ fear was fed by the fact that membership in the Communist Party of the United States of America (the CPUSA) had risen to eighty thousand. In addition, several issues and incidents involving Communist spying were made public, including:
 - a. statements made by a former spy, Elizabeth Bentley, claiming that the Soviets were spying on the U.S.;
 - b. the discovery of classified State Department reports in the offices of *Amerasia*, a magazine which had been noted as sympathetic to the Communist revolution in China;
 - c. a conversation wiretapped by the FBI in which the editor of *Amerasia*, Philip Jaffe, told Soviet agent Joseph Bernstein that Jaffe could and would provide Bernstein with his “dope . . . on the Chungking (the Chinese Nationalist base) out of the Far Eastern division of the State Department.” (This evidence was discounted by the Congress and Justice Department at the time because the FBI had not had a search warrant.)
 - d. evidence provided by former Soviet agent Whittaker Chambers showing that Alger Hiss (who was in the Far Eastern division of the State Department in 1939) had indeed supplied the Soviets with confidential files during the period from 1936-38;
 - e. the charge by British intelligence that Klaus Fuchs, a scientist doing atomic research at Los Alamos National Laboratory during WWII was in fact a spy, and had supplied the Soviet Union with information enabling them to build the atomic bomb more quickly than they otherwise might have been able to;
 - f. the exposure of an entire ring of spies related to the Fuchs incident, which included the now infamous Julius and Ethel Rosenberg.
2. Communism was rapidly becoming a major power. Americans saw small groups of Communist revolutionaries taking control in many unstable countries. Could they gain control in the United States too? And then there was the question of the atomic bomb. It seemed that the destiny of the entire world could now be determined by the actions of a single traitorous individual who, through espionage, could conceivably shift the balance of power by delivering to Communist powers critical technological secrets.
3. These events, especially those involving Hiss and the U.S. State Department, were what led Senator Joseph McCarthy and the House Un-American Activities Committee to attempt to show that the State Department had been lax in applying the laws and evaluation criteria that would help keep Communist agents out of sensitive government areas.

4. Backed by previous Congressional legislation designed to help stem the spread of Communism in the United States (the Hatch Act of 1939 which excluded from Federal employment members of any organization that advocated the forcible overthrow of our constitutional form of government, the Smith Act of 1940 which forbade Americans to conspire to teach or advocate the overthrow of the U.S. government by force or violence) as well as the criteria set forth in 1942 by the Civil Service Commission to be used in identifying “loyalty risks” and “security risks” when considering potential government employees, a congressional probe was launched to look into the State Department, which, during the years from 1947-1950 had claimed that it was doing a satisfactory job of investigating and weeding out any personnel that could be considered a security or loyalty risk. Interestingly, there was no way of checking this assertion, as the State Department policed itself, and President Truman had passed an executive order on Mar. 13, 1948 stating that no reports, records or files relative to the loyalty of employees or prospective employees could be provided to anyone save the persons in the executive branch of the government. Due to this “blackout” of security information, it thus became impossible for Congress to go on record as either approving or disapproving of State Department security practices.
5. In spring of 1950, Senator Joseph McCarthy of Wisconsin, by claiming to have a list of Communists currently employed by the State Department and in the U.S. delegation to the U.N. (which was selected by the State Department) hoped to spur Congress into further investigations. Senator McCarthy stated that he could not provide the names of people who had given him information about problems in State Department security because many of them were still employed there and might lose their jobs. He therefore relied heavily on old material from investigations made public prior to Truman’s executive “blackout” order. Finally, McCarthy decided to take into his own hands, the impossible matter of proving on his own (and to some extent with assistance from the FBI) the existence of Communists in these sensitive government positions. The investigations expanded, taking on enormous proportions and appeared to get no where. There were high levels of frustration on all sides, aggression and disagreement. Finally, McCarthy’s bullying of witnesses broadcast on Edward R. Murrow’s television program shifted public opinion against McCarthy. He was judged as attempting to prove cases by grasping at straws, was discredited and finally censured by the Senate.
6. Recent declassification of government documents and interviews with former Soviet spies possible since the demise of the Soviet Union have shed interesting new light on the claims made by the House Un-American Activities Committee regarding such figures as Alger Hiss and the Rosenbergs. As a result, this topic lends itself particularly well to the study of primary sources.
7. For more information about these newly-released sources visit the following web sites:
 - a. <http://webreview.com/news/natl/rosenberg/index.html> (The Rosenberg Communiqués)
 - b. <http://www.detnews.com/1997/nation/9703/17/03170046.htm> (Retired Spy Brings New Twist to Rosenberg Case)
 - c. <http://kids.infoplease.com/spot/rosenberg.html> (The Rosenberg Executions)

D. **Key Vocabulary / Historical Figures** (Included on the timeline worksheet, *Appendix F*)

1. Alger Hiss

2. Berlin Airlift
3. Berlin Blockade
4. Fidel Castro
5. Communism
6. Cold War
7. Decolonization
8. Dwight D. Eisenhower
9. Klaus Fuchs
10. Iron Curtain
11. Marshall Plan
12. Senator Joseph McCarthy
13. NASA
14. NATO
15. National Defense Education Act
16. Julius and Ethel Rosenberg
17. Space race
18. Soviet *Sputnik* satellites
19. Harry S. Truman
20. Truman Doctrine
21. U2 incident; Gary Powers
22. Warsaw Pact
23. Mao Zedong

E. **Procedures/Activities**

1. Write the two terms “Communism” and “communism” on a transparency. Ask: “What is the difference between these two words?” (Students will note that one is capitalized.) Continue: “Do these two words mean the same thing? Let’s check the dictionary.” Turn to the page of your dictionary that shows the entry and read the different definitions to the students. Under each term written at the board, write down salient points for each, for example:

communism

communal sharing of goods/services
classless society, “socialistic”
Utopian

Communism

communal sharing of goods/services
state ownership of almost all
productive property (farms and
factories)
totalitarian
single party system
goal: creating a world-wide
Communist state through revolution

2. Conclude by explaining that during and after WWII the (Soviet) Communists began taking over or supporting the overthrow of many other governments in Europe and Asia. In addition, many new countries were being formed as the result of “decolonization.” Explain: “In other words, countries that had been former colonies of European countries or America decided they wanted to become independent.”
3. Using the transparency and a pen to fill in answers as you go, review students’ answers to the fill in the blank exercises on their time lines.
4. Instruct students to refer to the timeline to find dates and locations for the spread of Communism in various countries around the world. As each piece of information is located, ask students to locate each country on their *Mapping the*

Spread of Communism sheets, print the name of the country and the date it became Communist. (The teacher will point out the correct location on the transparency as each country is identified, so students can check their work and then color in the map. Note: The teacher can also use the transparency to quickly check students' work by simply overlaying the transparency copy on top of the students' maps.)

5. Students should now shade each Communist country with a pink highlighter. (The teacher will color in red or pink the correct areas on the transparency.)
6. Upon conclusion, point out to students that Alaska and Hawaii did not become states until 1959. Ask:
 - a. Looking at the map, can you think of some strategic reasons why the United States decided to admit these two areas to the
 - b. union?
 - c. Why would it have been considered most important to admit Alaska first?
7. Now ask students to locate and shade in blue the countries that were either decolonized or experienced major changes in government during the timeline years. Regarding decolonization, ask:
 - a. Many European colonies decided to press for independence after WWII. Why would they have seen this period of time as a good opportunity to do this? (Think about the military and economic condition of colonizing European countries such as Great Britain, France, Holland, Italy and Portugal after WWII.)
 - b. Why would the colonizing European countries not want to give up these former colonies? Why were colonies considered assets? Why did the colonizing countries decide to finally give in and grant independence to many, if not all, of their colonies?
 - c. If you had been an American president during the 1950s, what concerns might you have had in light of all the political changes that had recently taken place in the world?

F. Evaluation/Assessment

1. Students' maps will be evaluated on having correctly labeled, colored and dated the locations of newly-formed Communist countries, decolonized countries or countries in which major changes in government took place during the time period directly before, during and following the 1950s.
2. The completed timelines will be evaluated according to correct identification or definition of persons/topics.
3. Oral evaluation of students' ability to apply the data from the mapping and timeline activities can be carried out during class through discussion questions about the 1950s.

G. Standardized Test/State Test Connections

1. Sequential thinking skills
2. Applied geography skills
3. Critical and analytical thinking skills

H. Assignment

1. Assign small groups of students each one of the examples of the source materials related to the communist fears and McCarthy included in *Appendix H: Documenting the McCarthy Era*, preparing the evaluation questions for class discussion next period.

Lesson Five: Analysis of Source Materials on McCarthyism and Communist Fears in

America (Two or three 45 min. class periods)

A. **Daily Objectives**

1. Lesson Content
 - a. Compare and contrast primary/secondary source materials from various eras and standpoints dealing with McCarthyism and Communist fears in the 1950s.
 - b. Application of time/place and bias rules in evaluating the above-mentioned primary and secondary source materials.
2. Concept Objectives
 - a. **Concept Two:** Students will learn the role primary historical sources in investigating periods of history and develop analytical abilities.
 - b. **Concept Three:** Students will develop an awareness of the effects mass media has on public opinion and culture.
 - c. **Concept Four:** Students will understand the role historical accounts and different viewpoints play in shaping opinions on an historical subject.
3. Skill Objectives
 - a. Given a sheet of primary and secondary source materials written during various eras and displaying varying standpoints, but all pertaining to the McCarthy era and communist fears in America in the 1950s, students will be able to state how these materials compare with each other, what differences they have and what events may have affected any changes in attitude they might detect.
 - b. Students will apply the time/place and bias rules to evaluate the primary and secondary source materials described in the above skill objective.

B. **Materials**

1. Copies of *Appendices H and I*
2. Copies of *Appendix J* for homework assignment

C. **Background Notes**

1. This lesson provides additional practice for students in evaluating primary and secondary source materials. Since students have just completed the timeline and Communist country mapping activities, they can now begin piecing together a picture of how public opinion was shaped by events occurring around the time that each source to be discussed was written. They will gain more understanding as to how television began to emerge as a tool for presenting and changing popular beliefs and opinions.

D. **Key Vocabulary**

1. **McCarthyism:** the practice of making public and sensational accusations of disloyalty or corruption, usually with little or no proof or with doubtful evidence and/or of conducting inquisitorial investigations in order to uncover suspected pro-Communist activity.

E. **Procedures/Activities**

1. To introduce the topic, define the term McCarthyism at the board or on a transparency. Ask students if they have ever heard this term and in what context.
2. Students will find a partner to work with who was also assigned to read the same source material from *Appendix H: Documenting the McCarthy Era*.
3. Using the questions from *Appendix I* as a guide, students will work together in analyzing their material, each student writing down the findings the pair made on their own paper. The teacher should circulate from pair to pair to monitor progress, make suggestions and answer questions. (This activity may take one to two class periods to complete.)

4. At the end of the first class period give the assignment, so that students will have at least a couple of days to complete it.
 5. When the majority of student groups are finished, the teacher will lead the class in a discussion of the analyses made about the source materials from *Appendix H*, using the questions from both the top and bottom portions of and including the following topics at the end:
 - a. How do the primary/secondary source materials from various eras and standpoints compare with each other?
 - b. What differences do you see?
 - c. What events may have affected the changes in attitude?
 - d. Apply the time/place and bias rules in evaluating the above-mentioned primary and secondary source materials. How do you rate the source materials now?
 - e.
- F. **Evaluation/Assessment**
1. When asked during class discussion, students will be able to state how primary and secondary source materials written during various eras and displaying varying standpoints, but all pertaining to the McCarthy era, compare with each other and what events may have affected changes in attitude.
 2. During class discussion, students will apply the time/place and bias rules to evaluate the primary and secondary source materials described above.
- G. **Standardized Test/State Test Connections**
1. Critical and analytical thinking skills
- H. **Assignment**
1. Distribute one copy of *Appendix J* to each student.
 2. Each student should find a primary source related to the McCarthy investigations or the fear of communism during the 1950s. This could include pictures of movie posters (*The Red Menace*, for example), magazine articles, short interviews with people who were 15 years or older by 1953, photographs related to the Senate trials or spy cases, copies of interviews of historical figures living at the time, topic-related songs, etc. Students should be told that many items can be found through research on the internet. Original newspaper and magazine articles may be available for copying at a local library. Used bookstores may also offer some interesting sources.
 3. Whenever possible, students should make enough photocopies of their items that each of their fellow class members can have one for their own reference or to put into a notebook.
 4. Students should be prepared to answer the following questions about the item they select:
 - a. How and where did you find your material? What criteria did you use in selecting this item?
 - b. What attitudes are reflected in your item? Give specific examples illustrating these attitudes.
 - c. How valuable do you think your item is as part of the historical record? Why? (Apply the time/place and bias rules in evaluating the above-mentioned primary source materials.)

Lesson Six: Reviewing and Evaluating Student Collection of Primary Source Materials on McCarthyism and Communist Fear in America in the 1950s/Introduction to Group Projects on the 1950s (One to two class periods)

- A. **Daily Objectives**
1. Lesson Content

- a. Reviewing and evaluating primary source materials on McCarthyism and communist fear in America in the 1950s.
 - b. Selecting topics for group projects on various aspects of American culture in the 1950s in preparation for a “museum display.”
2. Concept Objectives
 - a. **Concept Two:** Students will learn the role primary historical sources in investigating periods of history and develop analytical abilities.
 - b. **Concept Three:** Students will develop awareness of mass media and its affect on public opinion and culture.
 - c. **Concept Four:** Students will understand the role historical accounts and different viewpoints play in shaping opinions on an historical subject.
 3. Skill Objectives
 - a. Students will apply the criteria that was taught in this unit for evaluating primary and secondary sources to items they have selected to illustrate the McCarthy era and communist fears in America during the 1950s.
- B. **Materials**
1. If possible, students should provide copies of materials they have found to distribute to classmates.
- C. **Background Notes**
1. Through this activity, students will be allowed for the first time to select their own primary source material, using the guidelines covered thus far to judge the value and importance of the item they have selected as a source of historical information. The exercise prepares them for the next step: assembling primary source materials to create a “museum-type” display on a given topic for the 1950s.
 2. If time allows, it could be very interesting at this point to invite a museum conservator or curator to speak to the class or to arrange for a museum visit to find out more about how museums select items for an exhibit and decide on methods of displaying them. Methods of preserving and presenting original artifacts (or replicas) and the decisions that are made as to what to include when assembling a museum exhibit could be covered. This information could help the students when designing their own exhibits.
- D. **Key Vocabulary**
1. Write and review any topic-related vocabulary introduced in the course of this unit on the black board as it comes up during presentation of the materials students have brought in.
- E. **Procedures/Activities**
1. Students who have made copies of materials to share with the class should distribute these. While this is occurring, the teacher may ask to see what items other students have brought and decide which items s/he would like to begin class discussions with.
 2. Using items the students have brought to class, the teacher will lead the class in discussion, incorporating the questions from *Appendix J*.
- F. **Evaluation/Assessment**
1. The written answers to the questions students were assigned can be collected and evaluated.
 2. Students can also be evaluated orally on how well they can explain their answers to the written questions as they present their material to the class.
- G. **Standardized Test/State Test Connections**
1. History topic of America in the 1950s
 2. Analytical and critical thinking skills

3. Summarization skills

Lessons Seven through Nine: Preparing “Museum” Displays on American Culture in the 1950s (Three to four class periods)

A. **Daily Objectives**

1. Lesson Content

a. Preparation of museum-type displays on various topics germane to American culture in the 1950s. Suggested topics:

- 1) McCarthyism and the Red Scare (Include materials students brought to class—the whole class can work on this group project as students finish their own projects. The teacher will provide the display board for this project.)
- 2) Levittown / Development of Suburbia / Architecture
- 3) Public Attitudes toward the Atomic Bomb / Arms Race and the Development of Atomic Power (“Duck and Cover,” bomb shelters, Gary Powers and the U2 incident, Sputnik, Chalk River nuclear accident, etc.)
- 4) Rock and Roll/Popular Music and Musicians/Dance
- 5) Fads and Fashions
- 6) Television and Film (Musicals) – Popular Stars
- 7) If desired, the topics of the Korean War, 1950’s literature and desegregation could also be included as “museum displays.” However, since these themes really do merit extensive coverage, it may be best to create separate mini-units for them and to present them immediately following completion of this unit.

2. Concept Objectives

- a. **Concept One:** Students will understand how a country’s cultural climate is affected by politics, economics and population growth.
- b. **Concept Two:** Students will learn the role primary historical sources in investigating periods of history and develop analytical abilities.
- c. **Concept Three:** Students will develop awareness of mass media and its affect on public opinion and culture.
- d. **Concept Four:** Understanding the role historical accounts and different viewpoints play in shaping opinions on a subject.

B. **Materials**

1. One copy of *Appendix K: Topics for Exhibits/Evaluation Criteria* per student.
2. One “science-fair”-type project board (or other types of panels, if desired)
3. per topic group.
4. Materials representing each category of primary source discussed during this unit to be arranged and described on the project boards. (Materials will vary according to topic.)
5. Materials for assembling and decorating project boards, such as markers,
6. pre-cut lettering, plastic bags or other containers for displaying and protecting original artifacts, glue, rulers, etc.

C. **Background Notes**

1. This activity incorporates all of the skills learned during the scope of this unit: selecting, evaluating, learning from and presenting primary (and secondary) source materials about American culture in the 1950s. After selecting a topic from the list provided (or selecting a teacher-approved related topic) students will be given a set of specific criteria to follow in creating a mini “museum-type” display. Each display should focus on three important points that the creators

want a viewer to remember about their topic. These points should be presented in a manner that is easy for the viewer to remember. Encourage students to find ways to make their displays interactive whenever possible. The displays should be well-organized, neat and concise. All facts should be cross-checked and a reference guide citing sources for all materials included on the back of the display.

D. **Key Vocabulary**

1. Will vary according to topic chosen.

E. **Procedures/Activities**

1. The teacher will brainstorm questions about the list of topics (see *Appendix K: Topics for Exhibits/Evaluation Criteria*) that students would like to have answered about them.
2. Students should write down the questions as they go through the topics as these questions will need to be answered as part of their project requirements. (The teacher will also need to write these down on an overhead transparency as they go through them in order to have a record to refer to later when evaluating projects.)
3. Students will decide which project they would like to work on and break down into groups of 2-4 to work.
4. For the next few days, the students will bring materials to class to work on and assemble their group projects.

F. **Evaluation/Assessment**

1. The project boards will be graded according to the criteria cited in *Appendix K: Topics for Exhibits/Evaluation Criteria*

G. **Standardized Test/State Test Connections**

1. Summarizing and condensing important information.

VI. **CULMINATING ACTIVITY**

- A. The culminating activity is designed to incorporate all four concept objectives. Students will work in groups of 2-3 to create museum-type displays on project boards (such as those used in science fairs) or in a school display case, representing different aspects of American culture during the 1950s. Each display will show at least one example of each category of primary source covered during this unit (i.e., a published document, and unpublished document, transcripts of interviews or interview tapes and visual documents) and include replicas or originals (if available) of primary source materials. Displays should be thought provoking and as interactive as possible. The class will “tour” the museum during 2-3 class periods. Members of each project group will function as “guides”-- fielding questions, giving demonstrations, operating equipment for playing music or audio or video tapes, etc.—as the class visits each display.
- B. (An alternative to this would be for each group to prepare a question guide to go with their project boards, similar to what museums sometimes provide students. Students could be given a packet consisting of all project guides and then go through the displays, examining each to find the information needed to complete their guides. These could then be turned in for evaluation by the teacher.)

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: CREATING A PRIMARY SOURCE SET
- B. Appendix B: IDENTIFYING PRIMARY AND SECONDARY SOURCES
- C. Appendix C: EXAMPLES OF PRIMARY SOURCE TYPES
- D. Appendix D: “MINDWALKING”: DISCOVERING THE LIMITS OF THE HISTORICAL RECORD
- E. Appendix E: ANALYZING HISTORICAL SOURCES
- F. Appendix F: TIMELINE: 1946-1963
- G. Appendix G: MAPPING THE SPREAD OF COMMUNISM
- H. Appendix H: DOCUMENTING THE MCCARTHY ERA
- I. Appendix I: QUESTIONS FOR ANALYZING PRIMARY SOURCES
- J. Appendix J: SELECTING AND EVALUATING A PRIMARY SOURCE REFLECTING AMERICAN ATTITUDES TOWARD McCARTHYISM AND THE COLD WAR
- K. AND THE COLD WAR
- L. Appendix K: TOPICS FOR EXHIBIT/EVALUATION CRITERIA

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APPENDIX A:

CREATING A PRIMARY SOURCE SET

Teachers using this unit should keep an eye out for inexpensive primary sources at flea markets, garage sales and used book stores. In addition, larger libraries generally carry back issues of old magazines and periodicals. Wonderful primary source materials can be located either by searching for specific topics in the *Reader's Guide to Periodic Literature* or browsing through volumes of periodicals for specific years (*Look, Life* or *Time* have lots of good articles and illustrations). Such primary sources can provide inspiration for new directions in your lesson plans.

When selecting materials it is important to keep some criteria in mind:

- 1) How interesting or important is this source?
- 2) If this is a reading selection, is the level and content appropriate for my students, and will it need to be shortened or condensed for classroom use?
- 3) Are there a variety and balance of viewpoints presented in the materials chosen?
- 4) Are the various types of primary source materials well represented in the students' sampling?

APPENDIX B:

IDENTIFYING PRIMARY AND SECONDARY SOURCES

Historians use a wide variety of sources to answer questions about the past. In their research, history scholars use both *primary sources* and *secondary sources*. Primary sources are actual records that have survived from the past, such as letters, photographs, articles of clothing. Secondary sources are accounts of the past created by people writing about events sometime after they happened.

For example, your history textbook is a *secondary source*. Someone wrote most of your textbook long after historical events took place. Your textbook may also include some *primary sources*, such as direct quotes from people living in the past or excerpts from historical documents.

People living in the past left many clues about their lives. These clues include both primary and secondary sources in the form of books, personal papers, government documents, letters, oral accounts, diaries, maps, photographs, reports, novels and short stories, artifacts, coins, stamps, and many other things. Historians call all of these clues together the *historical record*.

IDENTIFYING HISTORICAL SOURCES

<i>PRIMARY</i>	<i>SECONDARY</i>
Published Documents	Written Documents - Usually Published
Unpublished Documents	
Oral Traditions/Oral Histories	
Visual Documents	

(Reproducible material adapted with modifications from: The Library of Congress Learning Page, Student Lesson, Section 1: What are Primary Sources?, <http://memory.loc.gov/ammem/ndlpedu/lessons/psources/source.html>, July, 1999)

APPENDIX C: EXAMPLES OF PRIMARY SOURCE TYPES

When analyzing primary sources, historians consider the type of primary source under study. Different primary sources were created for different reasons. Knowing the different types of primary sources will help you evaluate the reliability of primary sources. Read about the different types of primary sources below. (*Note:* All the examples given in this section relate to the topic of slavery in the United States.)

Published Documents

<http://lcweb2.loc.gov/image/nfor/nfexpe1.jpg>
<http://lcweb2.loc.gov/image/nfor/nfexpe1.jpg>
[The past is behind us.] Gerrit Albertus Beneker (b. 1882). Poster, 1918.
[The Presidential Election of 1920: Introduction](#)

Some primary sources are published documents. They were created for large audiences and were distributed widely. Published documents include books, magazines, newspapers, government documents, non-government reports, literature of all kinds, advertisements, maps, pamphlets, posters, laws, and court decisions.

When reviewing published documents, remember that just because something was published does not make it truthful, accurate, or reliable. Every document has a creator, and every creator has a point of view, blind spots, and biases. Also remember that even biased and opinionated sources can tell us important things about the past.

Unpublished Documents

<http://rs6.loc.gov/pnp/perm3/04a/04a40000/04a40000/04a40900/04a40920.jpg>
<http://rs6.loc.gov/pnp/perm3/04a/04a40000/04a40000/04a40900/04a40920.jpg>
[\[Letter from Mathew Brady to President Abraham Lincoln, asking Lincoln to sit for a photograph\], 1865 March 2](#)

Many types of unpublished documents have been saved, and can be used as primary sources. These include personal letters, diaries, journals, wills, deeds, family Bibles containing family histories, school report cards, and many other sources. Unpublished business records such as correspondence, financial ledgers, information about customers, board meeting minutes, and research and development files also give clues about the past.

Unpublished documents often come from community organizations, churches, service clubs, political parties, and labor unions in the form of membership lists, meeting minutes, speeches, financial and other records.

Government at all levels creates a variety of unpublished records. These include police and court records, census records, tax and voter lists, departmental reports, and classified documents.

Unlike published documents, unpublished records may be difficult to find because few copies exist. For example, personal letters may be found only in the possession of the person to whom the letters were sent. Letters of famous or remarkable people may be collected and eventually published. Keep in mind that letter writers did not intend (and perhaps could not imagine) that

APENDIX C, cont.

their letters would be read by more than one person. Because unpublished documents were seldom meant to be read by the public, they provide interesting clues about the past.

Oral Traditions/Oral Histories

<http://lcweb2.loc.gov/image/wpa/exinterv.jpg>
<http://lcweb2.loc.gov/image/wpa/exinterv.jpg>
[Delacroix Island, St Bernard Parish, Louisiana. January 1941.](#) A Spanish muskrat trapper in the doorway of his marsh home.

Oral traditions and oral histories provide another way to learn about the past from people with firsthand knowledge of historical events. Recently, spoken words that make up oral histories have gained importance as primary sources. Historians and others find out about the lives of ordinary people through spoken stories and tales. Oral histories provide important historical evidence about people, especially minority groups, who were excluded from mainstream publications or did not leave behind written primary sources.

Oral histories are as old as human beings. Before the invention of writing, information passed from generation to generation through the spoken word. Many people around the world continue to use oral traditions to pass along knowledge and wisdom. Interviews and recordings of community elders and witnesses to historical events provide exciting stories, anecdotes, and other information about the past.

Visual Documents and Artifacts

<http://rs6.loc.gov/pnp/det/4a3000/4a31000/4a31800/4a31829r.jpg>
<http://rs6.loc.gov/pnp/det/4a3000/4a31000/4a31800/4a31829r.jpg>
[Mulberry Street, New York City](#) [1900]

Visual documents include photographs, films, paintings, and other types of artwork. Because visual documents capture moments in time, they can provide evidence of changes over time. Visual documents include evidence about a culture at specific moments in history: its customs, preferences, styles, special occasions, work, and play.

Like other primary source documents, a visual document has a creator with a point of view -- such as a painter, sculptor, or film maker. Even photographs were created by photographers using film and cameras to create desired effects.

Think about the creator's point of view when you review visual documents. What was the creator's purpose? Why this pose? Why that perspective? Why that framing? Why this distance?

Why this subject? What was included? What was excluded? Using visual documents as primary sources requires careful analysis of the content and the point of view of the creator.

APPENDIX D:

“MINDWALKING”:

DISCOVERING THE LIMITS OF THE HISTORICAL RECORD

The *historical record* is huge. It contains literally billions of pieces of evidence about the past. Despite its huge size, the historical record gives us just a tiny glimpse of the past. Most of what happened in the past was never documented. Many sources of information about the past have been lost or destroyed. Some primary sources were accumulated simply by accident. But some historical sources were created and saved by people interested in recording history. People kept journals, wrote diaries and autobiographies, recorded family trees, and saved business and personal letters and papers.

Define *historical record*: _____

The historical record can be both huge and limited.

The following exercise will help you find out about the limitations of the historical record:

1. You will be given 5 minutes to think about ("mind walk" through) all the activities you were involved in during the past 24 hours. List as many of these activities as you can remember on the table below.

ACTIVITY	EVIDENCE
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

2. For each activity on your list, write down what evidence, if any, your activities might have left behind. It may help to ask yourself the following questions:

- Did you create any records of your activities (a diary, notes to yourself, a letter to a friend or relative, an e-mail message, a telephone message)?
 - Would traces of your activities appear in records someone else created (a friend's diary, notes, or calendar entry; a letter or e-mail from a friend or relative)?
 - Would traces of your activities appear in school records? In business records (did someone write you a receipt for something you bought)? In the school or local newspaper?
 - Would anyone be able to offer testimony (retell events/relate an oral history) about your activities (who and why)?
 - Did you throw away any trash?
 - What material objects did you use that might survive as part of the historic record? (coins, paper money, stamps, computers)
 - What items might be found in your locker that would provide historical clues?
 - What other objects in the place you live (especially in your own bedroom) might become part of the historic record?
3. Review your entire list, and what you wrote about evidence your activities left behind. Then answer these questions:
- Which of your daily activities were most likely to leave trace evidence behind?
 - What, if any, of that evidence might be preserved for the future? Why?
 - What might be left out of an historical record of your activities? Why?
 - What would a future historian be able to tell about your life and your society based on evidence of your daily activities that might be preserved for the future?

Assignment

1. List three ways in which the historical record provides historians with good source material for making conclusions about the past.
2. List three ways in which the information learned from the historical record is limited.
3. Thinking back on the “mindwalking” exercise you did and the questions you have just answered, write one or two sentences explaining how the historical record can be both huge and limited at the same time.

Challenge Questions:

1. If future archaeologists found the materials you noted down as “evidence” in the mindwalking exercise, what conclusions might they make about your life?
What might the materials tell archaeologists about your family, community, region, and/or nation?

(Reproducible material adapted with minimal modifications from: The Library of Congress Learning Page: The Historians’ Sources. Student Lesson, Section 1: What Are Primary Sources?
<http://memory.loc.gov/ammem/ndlpedu/lessons/psources/source.html>, July, 1999)

APPENDIX E:

ANALYZING HISTORICAL SOURCES

“Consider the Source”

Historians analyze historical sources in different ways. First, historians think about where, when and why a document was created. They consider whether a source was created close in location and time to an actual historical event. Historians also think about the purpose of a source. Was it a personal diary intended to be kept private? Was the document prepared for the public? Some primary sources may be judged more reliable than others, but every source is biased in some way. As a result, historians read sources skeptically and critically. They also cross-check sources against other evidence and sources. Historians follow a few basic rules to help them analyze primary sources. Read these rules below. Then read the questions for analyzing primary sources. Use these rules and questions as you analyze primary (and secondary) source documents yourself.

Time and Place Rule

To judge the quality of a source, historians use the **time and place rule**. This rule says the closer in time and place a source and its creator were to an event in the past, the better the source will be. Based on the time and place rule, better primary sources (starting with the most reliable) might include:

- Direct traces (evidence) of the event;
- Accounts of the event, created at the time it occurred, by firsthand observers and participants;
- Accounts of the event, created after the event occurred, by firsthand observers and participants;
- Accounts of the event, created after the event occurred, by people who did not participate or witness the event, but who used interviews or evidence from the time of the event.

Bias Rule

The term **bias** means _____.

Each person experiences and remembers events in a different way. Ask any three witnesses to a bank robbery what they saw or what the suspect looked like, and you may hear quite different variations. Historians know that this is true for witnesses to history as well. That is why the historians' second rule in evaluating source material is the **bias rule**. This rule says that every source is biased in some way. Documents tell us only what the creator of the document thought happened, or perhaps only what the creator wants us to think happened. As a result, historians follow these bias rule guidelines when they review evidence from the past:

- Every piece of evidence and every source must be read or viewed skeptically and critically.
- No piece of evidence should be taken at face value. The creator's point of view must be considered.

APPENDIX E, cont.

- Each piece of evidence and source must be cross-checked and compared with related sources and pieces of evidence.

Keep in mind too, that secondary sources—such as biographies and history books—are also not free from bias. Historians writing about a period have had to compile their writing based on the primary sources, which include a certain amount of bias or which may have other faults when analyzed using the time and place rule. In addition, an historian writing about an event or period has chosen the sources and facts to be used based on their own judgement. They also decide which material or facts to exclude. Occasionally, authors voice their own personal opinions and beliefs on a subject as well. For these reasons, it is important to read material from many sources before drawing conclusions. The historical picture will continue to evolve as new sources are discovered, analyzed and read.

Question for Discussion: With the technological developments of the past decade, it has become increasingly easy for certain types of primary sources—photographs found on the internet for example—to be altered. Sometimes this is done so skillfully that it is difficult, if not impossible to detect what has been done. What problems could such alterations cause for future historians? What problems do they present for people who are part of history in the making—i.e., you? Suggest some ways that these problems might be solved.

APPENDIX F:

TIMELINE: 1946-1963

Use an encyclopedia, almanac or online resources to fill in the blanks with the correct missing information.

Using a **pink** highlighting pen, highlight all countries that came under Communist rule during this period. Please note that the Baltic states (which countries are those?), part of eastern Finland, much of eastern Prussia and eastern Poland, part of Czechoslovakia and part of Romania were already being absorbed into the Soviet Union. By 1944, the Soviet Union replaced Poland's government-in-exile with the Communist-dominated Polish Committee of National Liberation. Communist guerrillas also seized power in Albania in 1944. Afghanistan allied herself with the Soviet Union, receiving extensive economic assistance from Moscow. With a **blue** highlighting pen, highlight all countries that were decolonized or that experienced major changes in government.

1946

- Jan. 10 The 46 members of this international organization whose goal is to work together in the cause of international security and peace meets for the first time. Name the organization _____. How many members does it have today? _____
- Feb. 22 George F. Kennan sends "Long Telegram" to Washington warning of a Soviet threat.
- Mar. 5 Name the famous English statesman who coined the term "Iron Curtain" in a speech he gave this day. _____ What did the "Iron Curtain" refer to?
- June The king of this boot-shaped Mediterranean country steps down and a republic is declared. _____
- July 4 These Pacific Islands gain independence from the U.S.: _____
- Sept. 20 First film festival is held at this famous French resort: _____
- Commerce Secretary Henry Wallace fired for unorthodox views on Soviet Union
- Dec. 31 President _____ declares end to WWII.

Syria, Lebanon and Jordan become independent countries.

1947

- Mar. 12 The President issues this document of US foreign policy stating that the U.S. would act to prevent the overthrow of democratic institutions by totalitarian governments anywhere in the world. This document is called the _____.
- Apr. 2 _____, creator of the Model T automobile, dies.
- Apr. 7 About 300,000 employees walk off jobs in first national telephone strike
- Apr. 11 Jackie Robinson becomes first African-American to play in a major league game in this sport. Name the sport: _____.
- Apr. 16 Speaking before South Carolina legislature, Bernard Baruch coins the term *Cold War*. What does this term refer to? _____
- June 5 Announcement of this economic aid program which would give about _____

APPENDIX F, cont.

\$14,000,000,000 of aid to help Europe recover from the destruction of WWII.

The program was called _____.

- August India becomes independent from Great Britain and is divided into two states:
_____ (Hindu state) and _____ (Muslim state)
- Sept. 30 World Series televised for the first time.
- Oct. House Un-American Activities Committee (HUAC) begins investigation of
entertainment industry. What were they looking for? _____
- Dec. 30 King Michael of Rumania abdicates his throne after elections in 1946 put
Communists in power.
Indonesia is granted independence from this country famous for tulips: _____
Bulgaria establishes a Soviet-style People's Republic and acquires the reputation
of being the most slavishly loyal to Moscow of all the East European Communist
countries.

1948

- Jan. 30 The famous Indian pacifist assassinated on this day: _____
- Feb. 4 _____ (now called Sri Lanka) gains independence from Great Britain
- Feb. Communist coup in Czechoslovakia.
- May 1 Democratic People's Republic of Korea (North Korea: pro-Communist) is
Formed.
- May 14 This tiny Jewish land becomes independent nation: _____
- May 31 Three of the Allied powers, _____, _____ and _____ merge
their zones of occupation in Germany to form a German state.
- June Communists blockade the German capital, _____, and the U.S. responds
with _____.
- July 7 Women first sworn in to regular U.S. Navy.
- Aug. 15 Republic of Korea (South Korea: pro-Western) is formed.
- Aug. 17 Babe Ruth dies.
- Communist terrorism leads to a state of emergency in Malaya.
- This year, the first computer, Mark I, is built in Manchester, _____.

1949

- Jan. 10 Introduction in U.S. of records played at 45 rpm and 33 1/3 rpm.
- Jan. 20 _____ inaugurated President for first full term
- Jan. 22 Political revolutionaries take over mainland China. They were: _____
- Mar. 1 Joe Louis retires as world heavyweight champion
- Mar. 2 Capt. James Gallagher is the first person to do this _____
- Apr. 4 NATO is established. What do the letters N-A-T-O stand for? _____
What is its purpose? _____
- April 18 Ireland leaves the British Commonwealth
- May 12 The Berlin Blockade is lifted
- Oct. 1 This Chinese Communist leader announces creation of People's Republic of
China. His name: _____.
- Oct. 7 Constitution of the Democratic Republic of Germany (Communist East Germany)
is adopted
- Dec. 27 Laos is given semi-autonomy from this European country: _____

APPENDIX F, cont.

U.S. launches program to improve Japanese economy. Japan becomes important as a defense against Communism.

Hungary is declared a People's Republic and one-party state under Communist rule.

In Latvia (which the USSR had been occupying and claimed annexation rights to which the West refused to recognize), farms are forcibly collectivized and the economically strong country is finally integrated into that of the Soviet Union.

1950

- January Alger Hiss convicted of perjury. What was Hiss also accused of doing?

- Feb. 3 Joseph McCarthy claims to have list of Communists in U.S. government
- Feb. Klaus Fuchs convicted of atomic espionage for _____
- June 25 The _____ War begins
- Oct. 2 This comic strip, featuring Charlie Brown and Snoopy is first published on this day. Name the comic strip: _____
- Dec. 10 Ralph Bunche becomes first African-American to win Nobel Peace Prize
- The first charge card is introduced this year. Its name: _____

1951

- Apr. 11 President Truman relieves Douglas MacArthur of position as senior general in U.S. Army
- Apr. 24 First African-American student admitted to University of North Carolina
- June 26 Color television introduced in U.S.
- Libya gains independence from Italy

1952

- May 10 Stalin writes peace note, calls for a neutral, unified Germany
- June 27 U.S. Senate passes Immigration and Naturalization Act, restricting immigration
- Nov. U.S. explodes first hydrogen bomb
- Dec. 30 Tuskegee Institute reveals that 1952 was first time in 71 years that no lynchings were reported. What is the Tuskegee Institute? _____

During this year, the current Queen of England was crowned. Her name? _____

A famous German-speaking humanitarian, working in Africa, is awarded the Nobel Peace Prize. His name? _____

U.S. grants commonwealth status to this island country in the Caribbean: _____

1953

- Jan. 20 Dwight D. Eisenhower becomes the _____th president
- Mar. 5 Soviet premier Joseph _____ dies
- May 29 Sir Edmund Hillary and Sherpa guide Tenzing Norgay reach summit of _____
- June 18 This land of the pyramids proclaims itself a republic: _____
- June 19 Ethel and Julius Rosenberg become the first U.S. citizens to be executed for spying
- July 27 Korean War ends

APPENDIX F, cont.

_____ code is cracked this year by the scientists Crick (English) and Watson (American).

1954

- Jan. 21 U.S. launches *Nautilus*, first atomic-powered _____
Apr. Army-McCarthy hearings begin
May 5 Federal Republic of Germany is given full independence from Western powers
May 17 *Brown* decision overturns “separate but equal” racial policy. Segregation of _____ outlawed
June Guatemalan leader Jacobo Arbenz Guzman overthrown in U.S.-sponsored coup
July Geneva Conference settlement divides this southeast Asian country at the 17th parallel: _____
Sept. 11 Miss America pageant televised for first time
Oct. 3 TV show *Father Knows Best* premieres
Dec. 29 Kingdom of _____ is given full sovereignty from France
Dec. Senate censures Senator _____
Start of war against French rule in Algeria (ending in 1962 with independence)

1955

- Jan. 19 President Eisenhower conducts first televised news conference
Jan. “Taiwan Resolution,” Congress to protect Taiwan and its offshore islands Quemoy and Matsu.
Apr. 12 Jonas Salk’s _____ vaccine declared safe
Apr. 18 The author of the Theory of Relativity, _____, dies.
Apr. Bandung Conference of African and Asian countries, including many newly decolonized states
July 18 The world’s most famous amusement park, _____, opens in California.
May Warsaw Pact signed. What was it? _____
Geneva conference; Soviet troops pull out of _____ (the only country in post-war Europe which the Soviets left)
Sudan, Morocco and Tunisia become independent countries.
West Germany admitted to NATO; Revolution in Argentina overthrows President (“Don’t Cry for Me, Argentina”) _____; _____, a black woman refuses to give up her bus seat, bus boycott in Alabama protesting segregation on public buses

1956

- Jan. 1 Sudan breaks gains full independence from Great Britain
Mar. 3 Pakistan is declared a republic
Mar. 15 Rex Harrison and Audrey Hepburn open in this musical play on Broadway: _____
Apr. 19 Prince Rainier of Monaco marries American movie star _____
July 4 First flights of U.S. spy plane called the _____.
July 30 U.S. motto “In God We Trust” authorized
Oct. 23 Anti-Communist revolt breaks out in Budapest, _____ and is put down by the Russians

APPENDIX F, cont.

Oct. Egypt seizes the _____ Canal; _____ invades Egypt, and Britain and France occupy the Canal Zone. U.S. opposition and world opinion force Britain and France to withdraw

Oil is discovered in Nigeria

Morocco and Tunisia become independent of France and Spain

1957

Jan. 21 _____ inaugurated for second term as President

Mar. 6 _____ (now Ghana) becomes independent

May 2 Senator Joseph McCarthy dies

Sept. 19 First U.S. underground nuclear tests begin in Nevada

Sept. 27 Leonard Bernstein's musical about street gangs in New York, _____, opens on Broadway

Oct. 4 The _____ race begins when USSR successfully launches *Sputnik I*

Nov. 3 The USSR launches *Sputnik II*

U.S. tests first ICBM during this year. What is an ICBM? _____

Crisis in Little Rock Arkansas, federal troops must guard Central High School to ensure peaceful racial integration

1958

Jan. 1 Common Market (EEC) disestablished by Western European nations

Jan. 31 U.S. launches its first satellite, _____ and discovers the Van Allen radiation belts

Mar. 9 Eisenhower Doctrine is announced; U.S. to assist Middle Eastern countries fighting _____

Mar. 27 Nikita _____ (whose son recently became a U.S. citizen) becomes premier of Soviet Union

July King Feisal of Iraq is assassinated and a republic is proclaimed

Sept. 28 Fifth Republic in France (De Gaulle) – new constitution strengthens the presidency and reduces legislative powers

Oct. 1 NASA (National Aeronautics and Space Administration) created

Oct. 7 U.S. announces Project _____ to put Americans into space

Nov. 10 Berlin Crisis begins with Khrushchev's ultimatum over status of the city

Silicon chip patented in the U.S. by Texas Instruments

The doll that is Ken's girlfriend, _____ is introduced this year.

1959

Jan. 1 Fidel Castro takes power on the Caribbean island of _____.

Jan. 3 _____ becomes 49th state

Feb. 3 Rock-and-rollers Buddy Holly and Richie Valens die in plane crash.

May 28 Monkey called Sam survives 13-minute flight in space in test by U.S.

July Vice President Nixon visits Moscow for the American Exhibition showcasing American consumer goods; "Kitchen Debate" between Nixon and Khrushchev over which _____ was best

Aug. 21 _____ becomes 50th state

Sept. Soviets launch _____, the first unmanned probe to land on the moon

APPENDIX F, cont.

- Sept. Khrushchev comes to the United States
Oct. *Lunar III*, another Soviet probe, is the first to photograph the unseen side of the moon

1960

- Apr. 27 Togo declares itself independent of Great Britain
May 9 FDA approves use of contraceptive pill
May 1 U.S. U-2 spy-plane pilot Francis Gary _____ is shot down in Russia
July 4 U.S. flag with 50 stars is raised for the first time
Nov. 14 OPEC established. What do the letters O-P-E-C stand for? _____
Nov. 16 Clark Gable, the “King of Hollywood,” dies
June 20 Senegal becomes an independent state
June 30 The _____ (rhymes with “bongo”) becomes independent of Belgium
July 1 Somalia declared independent of Great Britain
Aug. 11 Chad gains independence from Great Britain
Sept. 22 Mali becomes independent of Great Britain
Oct. 1 Nigeria given independence from (guess who?) _____
Ivory Coast, Upper Volta, Niger, and Dahomey become independent of Great Britain
Other new independent countries include: Cameroun, Togo, Malagasy Republic, Central African Republic, Gabon and Mauritania.

1961

- Jan. 3 U.S. breaks relations with Cuba, run by this Communist leader _____
Jan. 20 _____ becomes 35th president
Apr. 12 Soviet Union launches *Vostock I*, carrying _____, the first human to travel into space
Apr. 17 Bay of _____—an invasion of Cuba backed by the U.S. to overthrow Castro—fails
Apr. 27 Sierra Leone declares independence from Great Britain
May 31 South Africa leaves the British Commonwealth to become independent
Aug. 13 Construction of the Berlin _____ begins
Kuwait gains independence from Great Britain.

1962

- Jan. 3 Ground broken for the stadium called the _____ in Houston, Texas.
It is the first indoor sporting arena.
July 5 Algeria becomes independent of Portugal
July 21 Novelist Ernest _____ dies
Aug. 5 Film star Marilyn _____ dies
Aug. 30 Hot line between White House and its Soviet counterpart, the _____ goes into operation
Oct. 10 President Kennedy bans use of thalidomide, a sedative, responsible for birth defects
Oct. 22-28 Cuban missile crisis
Dec. 13 First communications satellite launched to transmit telephone and television signals
Rwanda, Burundi, Jamaica and Trinidad become independent countries.

John Glenn first American to orbit the Earth
The Lavalite is introduced

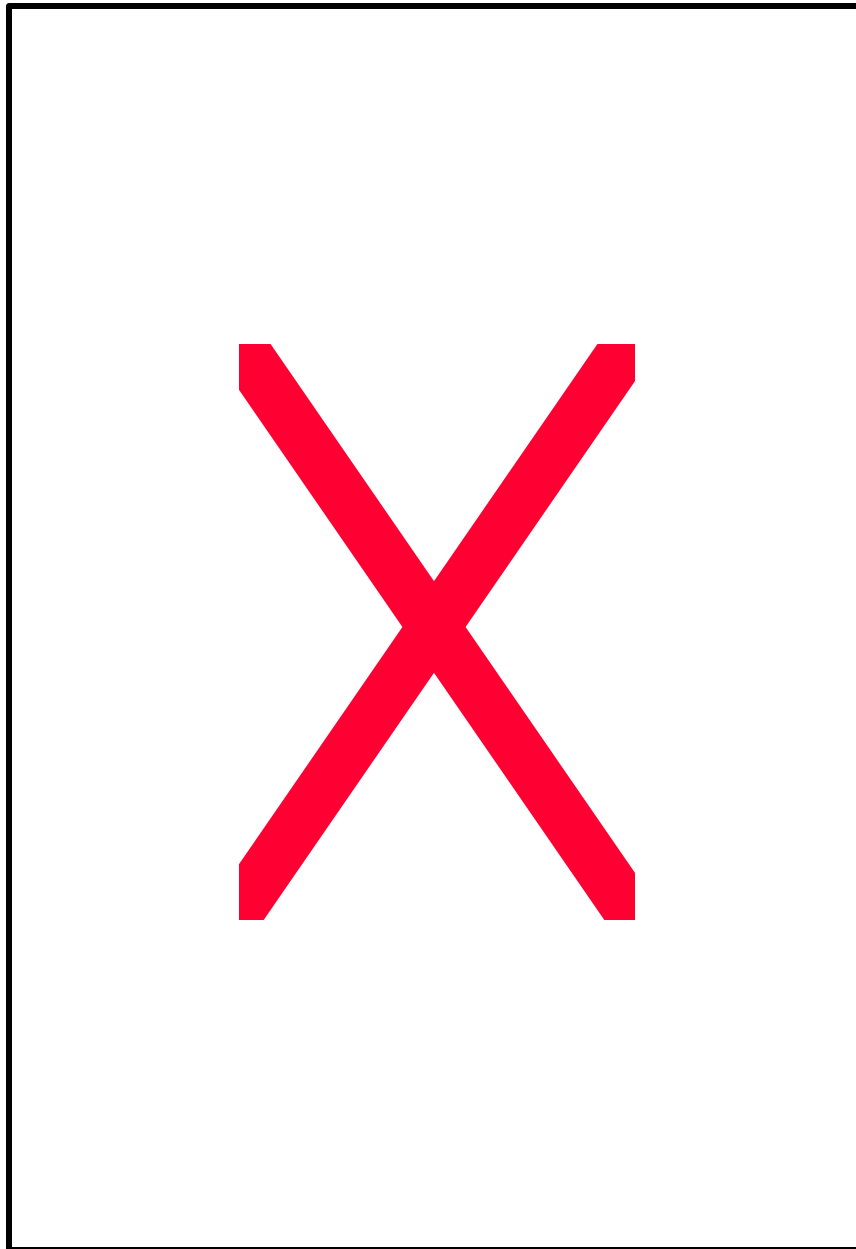
1963

May	14	Arthur Ashe becomes first black member of U.S. Davis Cup tennis team
June		The Soviets send the first _____, Valentina Tereshkova, into space
July	1	Five-digit zip codes introduced by the U.S. Postal Service
July		The U.S. and the U.S.S.R. sign aboveground nuclear test ban treaty
Aug.	28	Martin Luther King Jr. delivers famous "I Have a _____" speech
Sept.	16	Malaysia becomes an independent state
Oct.	9	Uganda declares independence from Portugal
Nov.	2	South Vietnamese leader Ngo Dinh Diem assassinated
Nov.	22	President Kennedy assassinated in _____. Lyndon Johnson sworn in as president.
Dec.	12	Kenya breaks away from the British Empire

APPENDIX G:

MAPPING THE SPREAD OF COMMUNISM

Locate each country that became Communist during the years on your timeline. Clearly label each of these countries with its name and the year of its conversion in black pen or pencil. Shade in the area of the Communist countries with a red colored pencil. Shade in blue the countries where there were other major changes in government (i.e., revolutions or decolonization).



APPENDIX H: DOCUMENTING THE MCCARTHY ERA

(The following is the text from the web site: <http://breview.com/news/natl/rosenberg/index.html>.
July, 1999)

The Rosenberg Communiqués

by Stephen Pizzo

Forty-two years after Ethel and Julius Rosenberg were executed in Sing Sing prison's electric chair, questions about their case still nag the American psyche. Were the Rosenbergs really guilty of spying for the Soviet Union, providing our Cold War enemy with the secrets of the atomic bomb? Or were they convenient victims of America's anti-Communist hysteria, or anti-Semitism, or both? Even if they were guilty, did they deserve execution? In July 1995 the super-secretive National Security Agency (NSA) did something out of character: it released 49 partially decoded Rosenberg-era Soviet cables. The cables clearly show that at least Julius actively spied for the Soviet Union, and some even discuss how much he was paid. (Julius earned a \$4,000 bonus from his Kremlin bosses in 1944 -- big money in those days.)

But release of the cables (part of the Clinton Administration's efforts to declassify Cold War documents) may only intensify the argument over the question of the Rosenbergs' punishment. They show that the pair provided relatively little hard information to the Soviets. The hapless Julius had more in common with Inspector Clouseau than with James Bond. He was frail and in poor health, and he never quite figured out how to use the small spy cameras the Soviets supplied him.

His most important accomplishment may have been recruiting his brother-in-law, David Greenglass, who delivered detailed drawings of the Los Alamos, NM, research site (code-named Enormoz by the Soviets) where the bomb was developed. Greenglass' testimony against the Rosenbergs during their 1951 trial helped send them to the chair in 1953, although he escaped execution and drew a 15-year prison term for his role.

The decoded cables also show that the Soviet spy operation was constantly hamstrung by the famous Soviet bureaucracy. For example, the KGB spy handlers in Washington repeatedly had trouble getting cameras and film for their US spies because their purchase had to be approved by some Moscow bureaucrat who couldn't decide whether to approve their purchase on the open market or through central supply in Moscow.

The cables mention many other Americans by code name. Agents who were far more productive than the Rosenbergs remain to this day unidentified and unpunished. For example, "Robert" appears in dozens of cables between 1943 and 1948, in one case shipping no less than 56 rolls of film of classified US sites and other information. "Robert" was never unmasked. Other cables mention Soviet spies inside the US atomic bomb effort, such as "Mlad" and "Pers," who were never caught.

Did Julius and Ethel deserve the chair? Read excerpts from the cables, each of which is linked to a GIF image of a scan of the original, and decide for yourself. The NSA has never completely decoded these documents, so you will see many spaces marked "unrecoverable." This means that code breakers just couldn't decipher that portion of the message.

Stephen Pizzo, senior editor, covers national politics for Web Review. He has reported on national political events and scandals from Iran/Contra to Whitewater. He recently returned from his annual sojourn to the British West Indies, where he sailed the seas, drank rum, and (legally) smoked Cuban cigars.

The Cables Decoded

(Source: <http://webreview.com/news/natl/rosenberg/rosen2.html> – The site has copies of the original following documents. Below is a sample—see the web site for the complete group.)

The NSA released 49 cables as part of its initial Venona declassification. Of those, only 20 mentioned the

Rosenbergs. In this hyperlinked chronology of those cables, clicking on the date will bring up a GIF image of the cable, which can also be printed out. The more recent issue date on some cables indicates the most recent successful decoding effort. The fact that many of these issue dates are fairly recent, and that there remain many "unrecovered groups," is a testament to the complexity of the old Soviet codes. The NSA footnotes each cable, listing each KGB code name mentioned and the person or place's real name if known.

5 May 1944

(Issue Date: 15/6/76)

This was the first cable to mention Julius Rosenberg under his first known code name "ANTENNA." This cable casts Julius in his most common role as a recruiter for the Soviets. Here KGB New York asks KGB Moscow for a decision on the recruitment of Alfred Epaminondas, a Greek-American working for Western Electric.

22 May 1944

KGB New York complains to Moscow that its inability to get photographic equipment to its agents puts them at great risk. The cable says that at least one spy is being forced to carry bulky secret manuals and other material directly into the Soviet Consulate to be photographed. It is suggested that Rosenberg be supplied with the needed cameras and film so that the materials can be photographed at his apartment.

14 June 1944

Only a few sentences of this cable have been decoded. But the first sentence notes that a Soviet Consulate employee's apartment would be used to photograph Rosenberg's materials. It also disclosed that each "treatment," or photographing session, would cost the KGB between \$80 and \$100 a week and that "specialists" get \$25 to \$50 per visit.

27 June 1944

A poorly decoded cable that seems to cast Rosenberg again in the role of recruiter.

11 July 1944

The KGB office in New York asks that the KGB in Mexico purchase two cameras and mail them to New York. One camera is for Julius Rosenberg.

26 July 1944

Here again is Julius in his customary recruitment mode. The cable to Moscow reports that Julius had traveled to CARTHAGE (Washington, DC) where he looked up an old school chum, Max Elitcher, who was then working for the Bureau of Standards as head of the fire control section for warships. The cable notes that Max was a FELLOWCOUNTRYMAN (a Communist) and that Julius said he was an excellent amateur photographer. The cable asks Moscow to clear Elitcher to work for them.

2 Sept 1944

The Soviets carefully shuffled their deck of agent code names every few months. Here is such a shuffle after which Rosenberg's code name is changed from ANTENNA to LIBERAL.

14 Sept 1944

This cable asks Moscow's permission to pay a member of Rosenberg's group a \$500 bonus.

15 September (Page 1) (Page 2)

(Issue Date: 18/7/69)

Rosenberg and his recruits were providing the Soviets information about the US rocket program. The rockets, much like the German V2, were called "robots" by the Soviets because they considered them little more than unmanned bombers. Here Rosenberg confirms that there were plans to put rocket launchers on aircraft carriers for use against Japan.

(Source: Woodbury, Clarence. "Can You Spot a Communist?" *The American Magazine* September 1951: Vol. 35, 112-118)

Can You Spot a *Communist*?

by Clarence Woodbury

Not long ago, in a Pullman diner, I had breakfast with a man from Beaver City, Nebraska. As he sipped his coffee he glanced over the headlines in a morning newspaper. Suddenly he threw the paper down with a snort.

"What's all this about Communists, anyway?" he asked me. "All I read in the papers is that they've got their spies all over America and are ready to knock off the country."

"That's about it," I answered. "We're actually at war with them, whether we admit it or not, and their agents over here are trying to undermine our society. The FBI is arresting them every day and—"

"I *know* all that," the man said. "The papers, magazines, and radio are full of it. Sure, the big-shot Communists are being arrested. But where are all the spies and undercover agents they talk about? That's what gets me. In Beaver City we haven't got any Commies. At least, I don't *think* we have. But how can I know for sure? How do I know if there's one working for me, or teaching in my kids' school, or trying to get into one of our unions? Gosh, I've never met a Red as far as I know, and I wouldn't recognize one if he walked in and sat down with us, would you?"

Millions of other well-informed Americans are just as bewildered as that man. To add to the confusion, the exact legal status of the Communist Party has never been determined on a national basis. Although 25 states have barred Communists from running for public office, in the other 23 states a Red can legally be a candidate for any office under the hammer and sickle emblem. Spotting a Communist can be one of the toughest jobs in the world. Even judges, juries, and Congressional committees, with bushels of evidence in front of them, are often unable to distinguish a Red from a non-Red. It is no wonder the average citizen is confused.

On thinking it over, I found that I was just as confused, myself. So I set out to discover, if possible, whether there are any sure ways by which I can spot a Communist in my home town and whether any of them are active there.

For several weeks now, I have been hunting for the answers. The first thing I learned was that it is harder today to get a Communist to admit he's a Communist than to admit he's a thief. Nevertheless, I met hundreds of persons who were pointed out to me as the likeliest Communists, ate with them in their restaurants, mingled with them at their Communist "front"

meetings, and barged into the “Little Kremlin” in New York, which is the Communist national headquarters.

I also talked with J. Edgar Hoover and other high-ranking officers of the Federal Bureau of Investigation, with officials of the Department of Justice, and with members of the House Un-American Activities Committee in Washington. Further, I inquired among economists, investigators for patriotic organizations, local police officers. I talked with several ex-Reds, included Louis F. Budenz and Benjamin Gitlow, both of whom formerly held high positions in the Communist Party. I read reams of literature by both Reds and non-Reds.

In setting down the results of my search I must confess at the outset that so far as I could discover there is absolutely no foolproof formula for recognizing a subversive Communist agent who is actually on the Moscow payroll. There are, however, certain primary characteristics which mark most Communist comrades and there are certain definite ways in which you can be alert and watchful. I am going to present some of them here in the hope that they may be of value to my friend from Beaver City, Nebraska, and to others who are just as foggy about the Reds as I was.

First of all, I discovered that there are two varieties of Reds—“little c” communists and “Big C” Communists.

The “little c” communists are the kind found in the dictionary, which defines a communist as an advocate of a system of social organization based on the holding of property in common, actual ownership being ascribed to the community as a whole or to the state. Under that broad definition many honest and law-abiding Socialists and left-wing Liberals might be described as communists. It is quite possible to be a little c communist and a loyal American at the same time.

But the Big C Communist is an entirely different animal. He is a member of the Communist Party, and this organization, according to irrefutable legal evidence and the findings of our courts, is dedicated to the “historic mission” of destroying capitalism by revolution and overthrowing our government. In other words, a “Big C” Communist is a Stalinist and a traitor to the United States.

According to that definition, which I found generally accepted by the experts, it is immediately apparent that not only Socialists and Liberals but many other people who are often labeled as “Reds” are *not* necessarily Big C Communists. Your neighbor can be a left-wing laborite, an advocate of government ownership of national resources and utilities, a long-haired Greenwich Village poet, and exponent of social or economic reform, without being a Communist. The one thing which differentiates the sure-enough Commie from other radicals is the fact that he gives his primary allegiance and loyalty to the Communist Party and the “Soviet Fatherland” rather than to the United States.

Nobody knows exactly how many of these Big C Communists there are in the nation. FBI men told me, because the Party no longer keeps written membership records. Cards have not been issued to members for more than 3 years. According to the best estimates of the G-men,

however, there are about 43,449 avowed Communists in the United States, . . . That is relatively few in a population of 150,000,000 but I was warned repeatedly not to underestimate their power and influence because of the meagerness of their numbers. The Commies boast that, for every Party member, they control at least 10 other persons who are ready, willing and eager to do the Party's work.

Chief G-Man Hoover told me he was in complete agreement with the Comrades on this point. In addition to the avowed Party members whom the FBI knows about, he said there are 4 other types of Reds who are potentially dangerous in greater and lesser degree. They are:

2. Concealed Communists—individuals who keep their Party affiliations a secret in order to do the Party's work more effectively.
1. Fellow travelers and sympathizers
2. Innocents who are duped by the Communists
3. Opportunists who work with the Communists to gain advantages for themselves.

Estimating, as Hoover does, that there are 10 of these Commie collaborators for every avowed Party member, we have a total Red population of nearly 500,000. That still represents a ratio of only one Red to every 300 loyal Americans, but students of their history point out that there was only one Communist for every 2,277 persons in Russia in 1917 when they seized control of the Russian government. Never, in any of the countries they have taken over, have the Reds had anything approaching a numerical majority of the population. In Red China today only 2,000,000 party members control a population of 462,000,000. . . .

Important Party members and undercover Reds are so clever at concealing their true colors that it is almost impossible for the average person to unmask them. . . . But the rank-and-file Communist—the little fellow whom the Reds sometimes refer to as a “Jimmy Higgins”—has definite characteristics, I learned, by which he may be spotted.

1. **He is a parrot** who does not think for himself but religiously follows the Party Line laid down in Moscow. . . . The Communists themselves keep abreast of these changes in the Party by reading *The New York Daily Worker* and other Red publications, but it is not necessary for a loyal American to do so. Several large newspapers now carry weekly columns exposing the Reds' current policies, and several publications, including one sponsored by the American Legion, are devoted exclusively to revealing the comrades' aims and stratagems.

[The Line] consistently underlines all labor disputes, stresses high living costs and poor housing conditions, pictures the Government and the courts as tools of Wall Street, sees our civil liberties endangered every time a Red gets into trouble with the law, and magnifies any real or reputed instance of racial or religious discrimination.

2. **He speaks in his own distinctive lingo.** The comrades have many pet words and phrases. Their favorite word right now is “peace,” but I found the expression the Reds probably use [most often] is “the masses. . . .” “The masses,” who are getting exploited. It is “the masses” who will be elevated to power when the “class struggle” is won. Here are a few other typical examples of Red jargon which I noted:

A social fascist—anyone who is opposed to Stalin’s ruling the world.

An imperialist—the same thing.

A Wall Street reactionary—anyone, except a Red with an income of more than \$10,000 a year.

A petty bourgeois—anyone except a Red, or a worker, with an income of less than \$10,000.

A fuzzy-minded liberal—a Socialist whom the Commies have been unable to draw into their camp.

A progressive—a person whom the Commies have hopes of roping into the Party.

A right deviator—a Commie who makes the mistake of displaying tolerance for anything about capitalism.

A Bourbon plantation owner—any white farmer who employs one or more colored men.

The peoples’ democracies—Russia and the nations enslaved by Russia. . . .

- 3. He never speaks a harsh word about Russia.** That would be heresy. A Communist’s reluctance to criticize anything Russian is so marked, in fact, that the House Un-American Activities Committee recommends a test along these lines for spotting a Red. If you suspect someone is a Communist, the Committee suggests that you simply ask him to name 10 things which are wrong with the United States and as many which are wrong with Russia.

The cleverer Commies won’t fall for this test, FBI agents told me, because they know all about it, but a neophyte will. Without hesitation he’ll glibly reel off 10 things he considers terrible about America, but when it comes to criticizing the Soviet Fatherland he’ll develop acute paralysis of the tongue.

Even concealed Communists who pose as 100 per cent Americans are afraid to say anything unfavorable about Russia or Stalin. They might be overheard by other concealed Reds and reported on. Then it would be too bad for them. At all levels Party members spy on one another, and discipline is enforced with an iron hand.

- 4. He is very busy.** Lenin decreed that Party members must devote “the whole of their lives” to working for the revolution, and the Communist in good standing does that. He can be counted on to spend 30 or 40 hours a week—virtually all of his waking leisure—on Party work and activities.
- 5. He is a joiner.** In order to breed dissatisfaction and stir up trouble he strives to penetrate and dominate all kinds of non-Communist organizations—labor unions, civic groups, parent-teacher associations, youth movements, political groupings, cultural organizations, even church congregations.
- 6. He is a habitual grievance-finder** who invariably comes up with something to agitate. Under the Communist creed it is his duty to create dissension and hatred of the capitalist *status quo*.

7. **He is an alarmist** who sees “company spies,” “fascists,” “dangerous reactionaries,” “Ku Klux Klansmen,” and “enemies of civil liberties” on all sides, but he can be depended upon never to see a Communist.
8. **He has no morals or sense of humor.** Communism teaches that deceit is essential in combating capitalism, and it is considered ethical under the Red code to lie, cheat, steal, or even kill if it will advance the “class struggle.” A Jimmy Higgins will betray his own mother if his Party bosses order him to.
9. **He has a superiority complex.** The average Communist, no matter how humble his station, believes he is better and wiser than other people and ordained to build a new society for them whether they like it or not. It is this sense of superiority, not any really love of the masses, which makes it possible for the Red meekly to subject himself to stern Party discipline.

The average comrade is strongly motivated by the conviction that some day, come the revolution, he will be elevated to a much loftier position in society than the one he presently occupies. He believes that within a few years the Communists will control this country and he will be able to boss and lord it over the people who now boss him.

As an illustration of this, Budenz, who was formerly managing editor of *The Daily Worker*, told me that when he was working for that paper members of the editorial staff would frequently say, quite seriously, “Just wait till we get *The New York Times*.” They were quite sure they would get the *Times* eventually, and every other American newspaper as well.

10. **He has a martyr complex.** He believes that he and his comrades are persecuted by “capitalist overlords” for their part in the “class struggle.” He thrives on martyrdom.

Another one of the ex-Communists whom I talked with—Gittlow—said he believed the average person who enters the Communist movement starts out as an idealist. But under the inflaming spell of the Red doctrine he quickly becomes a cruel zealot without compassion for any suffering he may inflict on other people as long as it furthers Red goals. . . .

That a large percentage of the top Reds are highly efficient professional revolutionists has been proved by what they have accomplished recently. They have, at various times, captured great labor movements and fomented large strikes. They have placed some of their members in high government positions. They have penetrated every big university with their ideology. They have re-written textbooks used in public schools. They have turned out hundreds of seditious movies, plays, books, and radio programs further Communism. In the field of espionage, they have stolen virtually every important military secret we possessed and turned it over to Russia.

Because of their formidable record and the present state of world affairs it is more important than ever before to be able to spot a Communist. But that does not mean we have to become hysterical about it. Witch-hunting and vigilante methods do more to weaken internal security than strengthen it. It is criminally unfair to besmirch anybody’s reputation by calling him a Red simply because you disagree with his ideas.

For these reasons J. Edgar Hoover advises anyone who thinks he has spotted a Communist to report the matter to the FBI, but *not to anyone else*. The first page of every telephone book in the country lists the nearest office of the FBI, and the G-men always welcome *facts* concerning subversive activities, espionage, and sabotage. They are not interested, however, in malicious gossip or idle rumors.

Once you have reported your information to the FBI. Hoover told me, you should not attempt to make a private investigation. This can best be done by trained investigators who have access to data not available to the ordinary person. And in many instances the G-men find it more important to identify a Communist's contacts, sources of information, and methods of communication, than to make an immediate arrest.

To combat the Red menace, in other words, we don't have to become a nation of snooping private eyes. But we must be eternally alert. The Communist conspirators cannot survive the light of day. Our best defense against them is to recognize them for what they are and expose their activities to the proper authorities. If we do that, the nation's best experts agree, there is little chance of the Red traitors ever taking over our country.

(Source: The following Detroit News article was taken from following web site in July, 1999:
<http://www.detnews.com/1997/nation/9703/17/03170046.htm>)

Monday, March 17, 1997 – The Detroit News - National news

Retired Soviet spy brings new twist to Rosenberg case

by Robert Burns / Associated Press

WASHINGTON -- Breaking decades of silence on perhaps the most sensational espionage case of the Cold War, a retired Soviet spy says Julius Rosenberg helped to organize a 1940s espionage ring for Moscow but was not directly involved in stealing U.S. secrets about the atomic bomb.

Rosenberg and his wife, Ethel, were executed in the electric chair in 1953 for what FBI Director J. Edgar Hoover called the “crime of the century”—helping the Soviet Union to get its hands on blueprints for the atomic bomb in World War II.

The Rosenbergs went to their deaths, the only Americans ever executed for spying, insisting they were innocent.

The new twist in the long-argued case comes from Alexander Feklisov, 83, a retired KGB officer.

Feklisov said he held clandestine meetings with Julius Rosenberg in New York from 1943-46 and claims to be the only Soviet intelligence officer still alive with firsthand knowledge of the case.

He said Rosenberg passed valuable secrets about U.S. military electronics but played only a peripheral role in Soviet atomic espionage. And he said Ethel Rosenberg did not actively spy but probably know her husband was involved.

“Julius was a great sympathizer of the Soviet Union,” Feklisov said. “Julius was a true revolutionary who was willing to sacrifice himself for his beliefs.”

He said neither he nor any other Soviet intelligence agent met Ethel Rosenberg.

“She had nothing to do with this. She was completely innocent,” Feklisov said in Moscow.

The retired KGB officer also told his story to cable television network The Discovery Channel, which will air a documentary on the case Sunday.

The Rosenbergs were convicted of spying and conspiracy mainly on the testimony of Ethel Rosenberg’s brother, David Greenglass. . . . Greenglass named Julius Rosenberg as his recruiter and implicated Rosenberg’s wife, saying she had typed espionage material.

Feliksov said Julius Rosenberg recommended David Greenglass to him as a possible recruit in 1944. Greenglass worked as a mechanic at Los Alamos, N.M., where the first atomic bombs were assembled.

Feklisov insisted Greenglass provided little use to Moscow, which had other valuable spies at Los Alamos.

Feklisov said the principal contributions by Rosenberg were secrets about U.S. military electronics. He cited Rosenberg’s passing of a fully functioning proximity fuse, a secret World War II U.S. innovation that enables an anti-aircraft missile to bring down its target even if it is missed.

Rosenberg assembled a duplicate proximity fuse from discarded spare parts and smuggled it out of the Emerson Radio Factory in New York City in December 1944.

“I have a Christmas present for the Red Army,” Feklisov quoted Rosenberg as telling him.

Feklisov and Rosenberg took great risks to help the Soviets, often comparing his espionage exploits to those of the Soviet guerilla fighters behind Nazi lines in World War II. This mind-set, Feklisov said, explains Rosenberg’s refusal to cooperate with the FBI after his arrest in June 1950.

Feklisov’s claim that Rosenberg helped to set up a military industrial espionage ring but played only a peripheral role in atomic espionage is consistent with recently declassified U.S. intercepts of Soviet spy communications from the early 1940s. The so-called Venona intercepts found the first clues that the Soviets tried to steal blueprints for the atomic bomb.

The Rosenberg’s children, Michael and Robert Meeropol, have worked for years to clear their parents’ names.

Michael Meeropol said the family would reserve judgment about Feklisov’s assertions until they watch The Discovery Channel documentary.

APPENDIX I:
QUESTIONS FOR ANALYZING PRIMARY SOURCES

The following questions may help you judge the quality of primary sources:

1. Who created the source and why? Was it created through a spur-of-the-moment act, a routine transaction, or a thoughtful, deliberate process?
2. Did the recorder have firsthand knowledge of the event? Or, did the recorder report what others saw and heard?
3. Was the recorder a neutral party, or did the creator have opinions or interests that might have influenced what was recorded?
4. Did the recorder produce the source for personal use, for one or more individuals, or for a large audience?
5. Was the source meant to be public or private?
6. Did the recorder wish to inform or persuade others? (Check the words in the source. The words may tell you whether the recorder was trying to be objective or persuasive.) Did the recorder have reasons to be honest or dishonest?
7. Was the information recorded during the event, immediately after the event, or after some lapse of time? How large a lapse of time?

APPLICATION:
Evaluating Documents from and about the McCarthy Era

Working with one or two partners, read through one of the documents about the McCarthy era. Identify whether the document you are analyzing is primary or secondary and evaluate it according to the rules you have learned. Answer the above questions as you go along. When you have finished, write a brief summary of your findings. If other students in the class examine the same document, compare your research. Do they have the same observations that you and your group do? What is different? What is the same? What do you think about the sources of the documents? Are they believable? Why or why not?

Discuss the following questions with your classmates:

1. Was any document completely believable? Completely unbelievable? Why or why not?
2. Do some types of sources seem less believable than other kinds of sources? Why do you think this is true?
3. What information about the McCarthy era did each document provide? How does looking at several documents expand your understanding of this period? If you found contradictory information in the sources, which sources did you tend to believe? Why?
4. What generalizations about primary historical sources can the class make based on this document set?
6. What additional sources (and types of sources) would you like to see to give you greater confidence in your understanding of this period in American history?

(Reproducible material adapted from: The Library of Congress Learning Page: The Historians' Sources. Student Lesson, Section 2: What Are Primary Sources? Questions for Analyzing Primary Sources: <http://memory.loc.gov/ammem/ndlpedu/lessons/psources/analyze.html>, July, 1999 and Student Lesson, Section 5)

**APPENDIX J: SELECTING AND EVALUATING A PRIMARY SOURCE
REFLECTING AMERICAN ATTITUDES TOWARD McCARTHY(ISM)
AND THE COLD WAR**

- 1) How and where did you find your material?
- 2) What criteria did you use in selecting this item?
- 3) What attitudes are reflected in your item? Give specific examples illustrating these attitudes.
- 4) How valuable do you think your item is as part of the historical record? Why? (Apply the time/place and bias rules in evaluating the above-mentioned primary source materials.)

APPENDIX K: TOPICS FOR EXHIBIT/EVALUATION CRITERIA

Select a topic from the list below or ask your teacher for project approval if you would like to do something else.

McCarthyism (Class Project – look for any materials about the following themes to include in the class’ display)

House Un-American Activities Committee (HUAC) “witch hunts”

Hollywood “blacklisting”

Spy cases: Alger Hiss; Julius and Ethel Rosenberg

Contrast attitudes toward spying today (scandal about Chinese spying in U.S. labs)

J. Edgar Hoover and the FBI

Atomic Power and Atomic Bombs

Atomic-powered submarines

Irradiation of crops and foods

Atomic reactors and disasters

Radiation treatment of cancer and thyroid treatments with radio iodine

“Duck and Cover” – CD (Civil Defense) measures

Arms race

The “Space Race”

Sputnik I and II

Yuri Gagarin

Mercury Project

Explorer I

John Glenn

The development of suburbs

Automobile-centered city planning

Levitown and the rise of the suburban lifestyle

Frank Lloyd Wright’s “ranch style” house

“Little Boxes” (the song written by Pete Seeger criticizing new suburbia)

“White flight”

Bomb shelters (Any parallels to Y2K?)

“Urban sprawl” today

American culture of the ’50s: The Baby Boom generation

Fads and fashions: Davy Crockett hats, poodle skirts, saddle shoes, ducktail and Pompadour hairdos, dying hair exotic colors (What--you thought green hair was an idea original to your generation?) pedal pushers (Capri pants), “biker” look, etc.

Drive-in restaurants and movie theaters

Leisure time activities: Introduction of Frisbees, slinkies, hula hoops, Barbie dolls, skate boards, stuffing phone booths and cars with college students, etc.

Television

Viewing habits – compare with today’s audiences
Popular programs
Edward R. Murrow and the end of the HUAC hearings
Emergence of television as powerful news medium

Movies

Most popular movies and movie stars
“Rebels without a cause”—generation gap: Marlon Brando, Sal Minneo, James Dean
Marilyn Monroe
Science fiction (The Body Snatchers, War of the Worlds, It Came from Outer Space)
Walt Disney
Musicals: *Showboat* (MGM, 1951), *Oklahoma!* (Rodgers and Hammerstein, 1955) And *West Side Story* (United Artists, 1961)
(Other musical films of the period: *Annie Get Your Gun*, (MGM, 1950); *Brigadoon* (MGM, 1954); *Carousel* (Twentieth Century Fox, 1956); *Damn Yankees* (Warner Bros., 1958); *Gentlemen Prefer Blondes*, (Twentieth Century Fox, 1953); *Guys and Dolls*, (1955); *The King and I*, (Twentieth Century Fox, 1956); *Kiss Me Kate* (MGM, 1953); *The Music Man* (Warner Bros., 1962); *Peter Pan* (NBC, 1959); *Porgy and Bess* (Columbia, 1959); *Silk Stockings* (MGM, 1957); *South Pacific* (1958); *Gigi*.
How often did people go to the movies compared to today, and what did it cost?

Music

The beginning of Rock and Roll
Elvis Presley
Records (45s and 33 1/3s) and record players
Hit Parades
Folk singers (Pete Seeger, Arlo Guthrie, later also Peter, Paul and Mary)
and early protest songs

Museum Board Grading Criteria **(20 points for each, total of 100 points possible)**

1. Board has a neat, clean appearance.
2. The most important facts the creators want the audience to know about the topic are obvious and clearly presented.
3. The board shows a variety of primary and secondary source materials expressing several standpoints or opinions on their subject and has documented the source of all materials on the back of the board.
4. The students who have created the museum display board have equally participated in the research and assembly of the project.
5. The students have prepared a short (5-10) minute interesting and interactive presentation to give in class about their project, with each student of the topic group participating in the presentation.

APPENDIX G:

MAPPING THE SPREAD OF COMMUNISM

Locate each country that became Communist during the years on your timeline. Clearly label each of these countries with its name and the year of its conversion in black pen or pencil. Shade in the area of the Communist countries with a red colored pencil. Shade in blue the countries where there were other major changes in government (i.e., revolutions or decolonization).

