

# 1950 – 1974

## THE COLD WAR & LIVING IN THE ATOMIC AGE

### ACTIVITIES

*Created by Michael Young,  
former History Department Chair, Omaha Burke High School*

	<b>GRADE LEVEL</b>	<b>PAGE</b>
<b>The Cold War:</b> Define Terms	4 <sup>th</sup> & 8 <sup>th</sup>	2
<b>The Atomic Age:</b> Discussion	4 <sup>th</sup> & 8 <sup>th</sup>	3
<b>Cold War Memories:</b> Oral History Interview	4 <sup>th</sup> & 8 <sup>th</sup>	4
<b>Iron Curtain:</b> Map Analysis	4 <sup>th</sup> & 8 <sup>th</sup> & 12 <sup>th</sup>	5
<b>Cold War at the United Nations:</b> Role Playing	12 <sup>th</sup>	6
<b>RESOURCES</b>		8

## Activity 1: The Cold War

**Activity Grade Level:**  
4<sup>th</sup> & 8<sup>th</sup> Grades

### Activity: Define Cold War Terms

Identify the following individual and define the Cold War terms:

- Winston Churchill
- “Iron Curtain”
- “hot” war
- “cold” war
- containment

### Nebraska State SOCIAL STUDIES Standards

**Standard 4.1.6.** By the end of fourth grade, students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

**Standard 8.1.9** By the end of eighth grade, students will describe key people, events, and ideas since World War II.

### Nebraska State READING & WRITING Standards

**Standard 4.1.3.** By the end of the fourth grade, students will identify the main idea and supporting details in what they have read.

**Standard 4.1.4.** By the end of the fourth grade, students will identify the resource appropriate for a specific purpose, and use the resource to locate information.

**Standard 4.1.7.** By the end of the fourth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

**Standard 4.2.4.** By the end of the fourth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

**Standard 4.2.5.** By the end of the fourth grade, students will demonstrate the use of self-generated questions, note taking, and summarizing while learning.

**Standard 8.1.1.** By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.

**Standard 8.1.2.** By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

**Standard 8.2.4.** By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

**Standard 8.2.5.** By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

**Standard 8.4.1.** By the end of the eighth grade, students will identify information gained and complete tasks through listening.

## Activity 2: The Atomic Age

**Activity Grade Level:**  
4<sup>th</sup> & 8<sup>th</sup> Grades

### Activity: Discussion

When was the "Atomic Age" in Nebraska and what does the term mean? Ask students how their lives would have been different if they had attended school during this time period?

Consider the following:

- "duck and cover" drills
- fallout shelters
- historical events studied in school
- social activities, like hula-hoops, Elvis Presley, drive-in restaurants, etc.
- scientific advances like the space race, polio vaccine, etc.

### Nebraska State SOCIAL STUDIES Standards

**Standard 4.1.1.** By the end of fourth grade, students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

**Standard 4.1.3.** By the end of fourth grade, students will describe social and economic development of Nebraska in the 20th century.

**Standard 8.1.9.** By the end of eighth grade, students will describe key people, events, and ideas since World War II.

**Standard 8.4.2.** By the end of eighth grade, students will demonstrate skills for historical analysis.

**Standard 8.4.3.** By the end of eighth grade, students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

### Nebraska State READING & WRITING Standards

**Standard 4.1.3** By the end of the fourth grade, students will identify the main idea and supporting details in what they have read.

**Standard 4.1.4** By the end of the fourth grade, students will identify the resource appropriate for a specific purpose, and use the resource to locate information.

**Standard 4.1.7** By the end of the fourth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

**Standard 4.2.4** By the end of the fourth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

**Standard 4.2.5** By the end of the fourth grade, students will demonstrate the use of self-generated questions, note taking, and summarizing while learning.

**Standard 8.1.1.** By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.

**Standard 8.1.2.** By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

**Standard 8.2.4.** By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

**Standard 8.2.5.** By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

### Activity 3: Cold War Memories Interview

**Activity Grade Level:**4<sup>th</sup> & 8<sup>th</sup> Grades**Activity: Oral History**

Interview a person who was living during the Cold War. Follow the guidelines suggested in the *How to Conduct and Utilize Oral Interviews* in the Resources section of this document. After the students conduct the interviews, have them read each other's work. Then use the following questions as a basis for classroom discussion:

- Should an oral history interview be considered a primary source document? Why or why not?
- Would you describe your interviews as factual or emotional? If they are emotional, does that diminish their value for interpreting history?

**Nebraska State SOCIAL STUDIES Standards**

**Standard 4.1.6.** By the end of fourth grade, students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

**Standard 8.4.2.** By the end of eighth grade, students will demonstrate skills for historical analysis.

**Standard 8.4.6.** By the end of eighth grade, students will improve their skills in historical research and geographical analysis.

**Nebraska State READING & WRITING Standards**

**Standard 4.1.4.** By the end of the fourth grade, students will identify the resource appropriate for a specific purpose, and use the resource to locate information.

**Standard 4.2.4.** By the end of the fourth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

**Standard 4.2.5.** By the end of the fourth grade, students will demonstrate the use of self-generated questions, note taking, and summarizing while learning.

**Standard 8.2.5.** By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

**Standard 8.4.1.** By the end of the eighth grade, students will identify information gained and complete tasks through listening.

## Activity 4: Iron Curtain

### Activity Grade Level:

4<sup>th</sup>, 8<sup>th</sup>, & 12<sup>th</sup> Grades

### Activity: Map Analysis

#### *For 4<sup>th</sup> & 8<sup>th</sup> Grades:*

Download and print out the present-day map of Europe here.

[http://www.eduplace.com/ss/maps/pdf/eur\\_country.pdf](http://www.eduplace.com/ss/maps/pdf/eur_country.pdf)

Give one copy to each student and ask them to draw where the "Iron Curtain" was. Note that some countries were divided after WWII and have reunited since. Use this activity as an opportunity to talk about changes that occurred after the fall of the Soviet Union.

#### *For 12<sup>th</sup> Grade*

Download and print out the present-day map of Europe here.

[http://www.eduplace.com/ss/maps/pdf/eur\\_country.pdf](http://www.eduplace.com/ss/maps/pdf/eur_country.pdf)

Give one copy to each student and have them draw a line indicating the "Iron Curtain" that Winston Churchill proclaimed in his speech in Missouri. Indicate the locations of Stettin and the Adriatic Sea. Use symbols to indicate which countries would become allied with the Soviet Union and which countries would become allied with the United States. Note that some countries were divided after WWII and have reunited since. Use this activity as an opportunity to talk about changes that occurred after the fall of the Soviet Union.

You may wish to have students fill out the *Map Analysis Worksheet* in the Resources section at the end of this document.

### Nebraska State SOCIAL STUDIES Standards

**Standard 4.1.6.** By the end of fourth grade, students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

**Standard 4.1.10.** By the end of fourth grade, students will identify and use essential map elements.

**Standard 8.1.9** By the end of eighth grade, students will describe key people, events, and ideas since World War II.

**Standard 12.1.9.** By the end of twelfth grade, students will analyze and explain United States foreign policy since World War II.

**Standard 12.1.13.** By the end of twelfth grade, students will develop skills for historical analysis.

**Standard 12.2.10.** By the end of twelfth grade, students will analyze major 20th century historical events.

**Standard 12.2.11.** By the end of twelfth grade, students will demonstrate historical research and geographical skills.

**Standard 12.4.1.** By the end of twelfth grade, students will demonstrate geographical skills.

**Standard 12.4.6.** By the end of twelfth grade, students will analyze the forces of conflict and cooperation.

**Standard 12.4.7.** By the end of twelfth grade, students will apply geography to interpret the past, understand the present, and plan the future.

**Activity 4: Iron Curtain (continued)****Nebraska State READING & WRITING Standards**

**Standard 4.1.3.** By the end of the fourth grade, students will identify the main idea and supporting details in what they have read.

**Standard 4.1.4.** By the end of the fourth grade, students will identify the resource appropriate for a specific purpose, and use the resource to locate information.

**Standard 4.1.7.** By the end of the fourth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

**Standard 4.2.4.** By the end of the fourth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

**Standard 4.2.5.** By the end of the fourth grade, students will demonstrate the use of self-generated questions, note taking, and summarizing while learning.

**Standard 8.1.1.** By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.

**Standard 8.1.2.** By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

**Standard 8.2.4.** By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

**Standard 8.2.5.** By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

**Standard 8.4.1.** By the end of the eighth grade, students will identify information gained and complete tasks through listening.

**Standard 12.1.2.** By the end of the twelfth grade, students will locate, evaluate, and use primary and secondary resources for research.

## Activity 5: Cold War at the United Nations

**Activity Grade Level:**  
12<sup>th</sup> Grade

### **Activity: Role Playing**

Have one student or group of students play the role of a Soviet representative to the United Nations. Have another student or group play the roll of an American representative to the United Nations. Have each group present their country's position on which country was more responsible for starting the Cold War.

### **Nebraska State SOCIAL STUDIES Standards**

**Standard 12.1.8.** By the end of twelfth grade, students will recognize and explain the origins and effects of World War II.

**Standard 12.1.9.** By the end of twelfth grade, students will analyze and explain United States foreign policy since World War II.

**Standard 12.2.10.** By the end of twelfth grade, students will analyze major 20th century historical events.

**Standard 12.4.6** By the end of twelfth grade, students will analyze the forces of conflict and cooperation.

### **Nebraska State READING & WRITING Standards**

**Standard 12.3.1** By the end of the twelfth grade, students will participate in student directed discussions by eliciting questions and responses.

**Standard 12.3.2** By the end of the twelfth grade, students will make oral presentations that demonstrate consideration of audience, purpose, and information.

# 1950 – 1974

## THE COLD WAR & LIVING IN THE ATOMIC AGE

### RESOURCES

	<b>PAGE</b>
How to Conduct and Utilize Oral Interviews	9
Map Analysis Worksheet	12
Nebraska Department of Education Academic Standards <a href="http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm">http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm</a>	
Nebraska Department of Education Social Studies and History Standards <a href="http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf">http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf</a>	
National Archives <a href="http://www.archives.gov/index.html">http://www.archives.gov/index.html</a>	
Library of Congress Learning Page Lesson Plans <a href="http://memory.loc.gov/ammem/ndlpedu/lessons/index.html">http://memory.loc.gov/ammem/ndlpedu/lessons/index.html</a>	
Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions. <a href="http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html">http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html</a>	

## RESOURCES

### How to Conduct and Utilize Oral Interviews

By **Michael Young**, former History Department Chair, Omaha Burke High School

Oral history is the process of collecting an individual's spoken memories of his or her life, of the people he or she has known, and the events which he or she witnessed or participated in. Oral history is another primary source technique historians use to help them interpret the past. Oral histories can be used to supplement written records, complement secondary sources (what has been written by historical scholars), and to provide information that would exist in no other form.

But, using oral histories as a source can also pose problems. Interviewees are human. They can forget things. Their memories can play tricks on them. You have to be very careful as a historian when you use oral history as a source.

Teachers need to explore activities that help students strengthen their abilities to develop good interviewing techniques. The teacher might conduct a personal interview with a person representative of whomever the students will be interviewing (an elderly person, etc.) in the classroom.

Students could then practice interviewing one another in the classroom as part of a paired activity. The practice interviews can help students develop awareness of key techniques that will help them when they conduct an actual interview. The teacher and/or students can offer suggestions on what the characteristics of a good interview are. The teacher may also want to review passages from actual transcripts of interviews to illustrate key attributes of successful interviews.

Caution students that oral history (conducting interviews) is not a substitute for basic research. Students should research printed and electronic resources for background information and historical accounts of the issue, event, or personality being studied.

#### Preparing:

1. **Decide which individuals would be most appropriate to interview.** There are many ways to find someone to interview. Ask your family members. Contact veterans' organizations, church groups, civic organizations etc. Put a request in your local newspaper. It's a good idea when you find someone to have them complete a brief preliminary questionnaire to give you some background on the person.
2. **Schedule the interview as soon as possible and by telephone if possible.** Confirm the meeting time and date a day before conducting the Interview.
3. **Learn as much as possible about the topic of your interview before conducting the interview.** Contact the local media reporters for suggestions on related topics, sources, etc. Carefully read the person's completed questionnaire. Make up a list of questions from things on the questionnaire. Do enough preliminary research so that you are able to ask intelligent questions. Prepare a brief outline of questions you will be asking.
4. **Make sure you are familiar with your recorder.** Make sure any equipment you will be using is working properly (camcorder, tape recorder, etc.) and secure the interviewee's permission to record the interview. Practice to make sure you can operate. Have an extra tape in case the interview is longer, or in case the tape would break.
5. **When selecting the location for the interview, ask the interviewee where he or she would be most comfortable.** Choose a place that is quiet, where there won't be a lot of distractions.

## RESOURCES

## Oral Interviews (continued)

### Conducting the Interview:

1. **Dress appropriately and create a good impression.**
2. **When you get to the interview, chat briefly with your interviewee to get him or her feeling relaxed and comfortable with you.** Explain, again, to the interviewee your purpose for the interview. Do not begin the interview abruptly. Introduce yourself, make the interviewee as comfortable as possible, and review the interview process you will be using. Be sure to let them know how much you appreciate getting the chance to talk with them.
3. **During the interview, keep things moving.** Express an interest in what the interviewee is saying and listen carefully. Make a conscious effort to be unbiased and try not to influence how the interviewee will answer your questions. Have your questions ready, but do not rely totally on them. By listening carefully to what the person is speaking about, you can come up with additional questions. Avoid too many open-ended questions that require long complicated answers.
4. **Use a tape recorder or camcorder to more accurately record the interview.** In addition, take notes and accurately record the correct spelling of name, places, etc. Silence can be productive. Do not rush the narrator to respond.
5. **You may need to have the interviewee sign a legal release form** enabling you to use any information gained through the interview for research purposes.
6. **Know the physical limitations of the person you are interviewing.** If the person has a hard time hearing, make sure you speak up loudly and clearly. Don't let an interview drag on endlessly. If you still have areas to cover, you might want to take a short break.
7. Have a good closing question that helps the interviewee summarize his/her statements and helps bring closure to the interview.
8. **Be sensitive.** Indicate to the interviewee that his/her answers will be reported anonymously if requested. Some subjects may provoke an emotional response. If a person starts to cry, you might turn off the tape recorder for a few minutes.
9. **After the interview,** send a thank you note to the person being interviewed within one week of the interview. If you transcribe the tape, send your interviewee a copy of the tape, or if you don't transcribe the entire tape, send them the paper you wrote.

### Examining:

1. Prepare a written summary, note cards, and/or outline of the key points discussed in the interview that are relevant to your topic.
2. What perspective did the interviewee give you about the topic?
3. What did the interviewee tell you about the lifestyles, culture, political atmosphere, economic issues, education, etc. of the time period being studied?
4. Is the interviewee a dependable source of information? Did the interviewee have a difficult time remembering dates, places, and events?
5. Compare/Contrast the information given to you by the interviewee with the factual information you have learned from researching other primary and secondary sources.

## RESOURCES

### Oral Interviews (continued)

#### Determine Its Usefulness:

1. What information from this interviewee is useful for the development of your topic?
2. What does this information contribute to the development or analysis of your topic? How can incorrect information or biased viewpoints be used?
3. How can the information gained from your interview be most effectively used in your research project?
4. Oral history can be used to validate other data, to collect opinions reflecting different points of view, to acquire background or perspective, and to collect "up-to-date" data.
5. In summary, oral history can also demonstrate cause and effect, objectivity versus subjectivity, reality versus abstraction, fact versus opinion, and attitudes then and now.

#### Bibliography:

*American Memory. Life History Manuscripts from the Folklore Project.* WPA. Federal Writer's Project 1936-1940. Summary of Resources. U.S. History Content.

<http://lcweb2.loc.gov/wpaintro/wpahome.html>

Lanman, Barry A. and Mehaffy, George L. *Oral History in the Secondary Classroom.* Oral History Association, 1988. "Pointers How to Prepare for and Use an Oral Interview". Indiana History Day. Indiana: Historical Bureau, 1989. Located in Magazine of History. Summer 1990. p. 54.

## RESOURCES

### National Archives Map Analysis Worksheet

1. TYPE OF MAP (check one):

- |   |  |
|---|--|
| <input type="checkbox"/> Raised relief map    | <input type="checkbox"/> Bird's-eye view             |
| <input type="checkbox"/> Topographic map      | <input type="checkbox"/> Artifact map                |
| <input type="checkbox"/> Political map        | <input type="checkbox"/> Satellite photograph/mosaic |
| <input type="checkbox"/> Contour-line map     | <input type="checkbox"/> Pictograph                  |
| <input type="checkbox"/> Natural resource map | <input type="checkbox"/> Weather map                 |
| <input type="checkbox"/> Military map         | <input type="checkbox"/> Other ( )                   |

2. PHYSICAL QUALITIES OF THE MAP (check one or more):

- |                                      |   |
|--------------------------------------|---|
| <input type="checkbox"/> Compass     | <input type="checkbox"/> Name of mapmaker |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Title            |
| <input type="checkbox"/> Date        | <input type="checkbox"/> Legend (key)     |
| <input type="checkbox"/> Notations   | <input type="checkbox"/> Other            |
| <input type="checkbox"/> Scale       |   |

3. DATE OF MAP:

4. CREATOR OF MAP:

5. WHERE WAS THE MAP  
PRODUCED?

--	--	--

6. MAP INFORMATION

A. List three things in this map that you think are important:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

B. Why do you think this map was drawn?

\_\_\_\_\_  
\_\_\_\_\_

C. What evidence in the map suggests why it was drawn?

\_\_\_\_\_  
\_\_\_\_\_

D. What information does the map add to the textbook's account of this event?

\_\_\_\_\_  
\_\_\_\_\_

E. Does the information in this map support or contradict information that you have read about this event? Explain.

\_\_\_\_\_  
\_\_\_\_\_

Write a question to the mapmaker that is left unanswered by this map.

\_\_\_\_\_