

1950 – 1974

CIVIL DEFENSE

ACTIVITIES & LESSON PLANS

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Activity 1: Ground Zero

Activity Grade Level:

4th & 8th Grades

Activity: Map Discussion

In the link below, have students review the map of Nebraska and surrounding states that show which areas were most likely targeted for nuclear attack.

http://nebraskastudies.org/0900/stories/0901_0130_02.html

Have students complete the following activities:

- Draw a map showing the areas most likely to be targeted for nuclear attack and explain why they would be targeted.
- Which area would be closest to where you live? Where does the map indicate your family would be evacuated to?
- How would your life change if Nebraska suffered a nuclear attack?

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.7. By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

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

Standard 4.1.11. By the end of fourth grade, students will use maps and globes to acquire information about people, places, and environments.

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 4.1.3. 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 8.1.2. 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 2: Fallout Shelters

Activity Grade Level:

4th & 8th Grades

Activity: Photograph Analysis

Have students use the *Photograph Analysis Worksheet* in the Resources section at the end of this document to analyze photographs of fallout shelters on this page in Nebraska Studies:

http://nebraskastudies.org/0900/stories/0901_0132.html

- What was the Nebraska Civil Defense Plan, and what were fallout shelters?

Include a discussion of what items were recommended for storing in a home fallout shelter.

- What items would students take to a fallout shelter today?
- Would the items be different than those taken by people their age in the 1950s and 1960s?

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 4.1.7. By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

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

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 4.2.4. 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 8.1.2. 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: Shelter for Cows

Activity Grade Level:
4th & 8th Grades

Activity: Discussion

- What was the purpose of the 1963 Roberts Dairy survival test for cows near Elkhorn, Nebraska?
- Describe the living conditions in the shelter for the cows and the Roberts Dairy employees who stayed in the shelter with the cattle.
- What did dairy officials learn from the experience?

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 4.1.7. By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze **primary** sources and other resources.

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.

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 4.2.4. 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 8.1.2. 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 4: Civil Defense Plans

Activity Grade Level:
12th Grade

Activity: Map Discussion

Have students review the civil defense plans for response to nuclear attack on Nebraska.

http://nebraskastudies.org/0900/stories/0901_0130_02.html

Have them answer the following questions:

- Identify the areas most likely to be targeted for nuclear attack and explain why they would be targeted.
- To what area would your family be evacuated and why?
- How do you think they determined the location of emergency hospitals and emergency cemetery sites?
- Do you think the U.S. government targeted areas in the former Soviet Union (U.S.S.R.) for nuclear attack? If so, how would the government determine which areas to attack? Would the U.S.S.R. and U.S. governments target similar areas? Why or why not?

Nebraska State SOCIAL STUDIES Standards

Standard 12.1.12. By the end of twelfth grade, students will explain and demonstrate relationships between the geographical and the historical development of the United States by using **maps**, pictures, and computer databases.

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

Nebraska State READING & WRITING Standards

Standard 12.1.1. By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

Standard 12.1.6. By the end of the twelfth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 12.2.4. By the end of the twelfth grade, students will use multiple forms to write for different audiences and purposes.

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

Activity 5: Underground Capitols

Activity Grade Level:
12th Grade

Activity: Discussion

Have students read the "The Underground Capitol" story about Civil Defense.

http://nebraskastudies.org/0900/stories/0901_0135.html

Then, have them read the background information contained in "Congressional Fallout" from CNN's Cold War series.

<http://www.cnn.com/SPECIALS/cold.war/episodes/01/then.now/index.html>

Have students compare and contrast the two accounts of special fallout shelters at the state and national level. Have the students discuss the following questions:

- Is it more important to protect national leaders than state leaders?
- Should tax money be used to construct fallout shelters?
- Was the construction of such shelters justified during the Cold War period?
- Is there any need for such structures today?
- Should the immediate family members of the government officials be allowed to join their spouses in the shelters?

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 12.1.13. 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.

Nebraska State READING & WRITING Standards

Standard 12.1.1. By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

Standard 12.1.6. By the end of the twelfth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 12.2.4. By the end of the twelfth grade, students will use multiple forms to write for different audiences and purposes.

Standard 12.2.5. By the end of twelfth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

Lesson Plan: Cold War & Civil Defense

Lesson Grade Level:
8th – 12th Grade

Lesson Objectives:

1. Students will analyze the Nebraska Civil Defense program developed during the Cold War and evaluate its strengths and weaknesses.
2. Students will compare and contrast the threats posed by the U.S.S.R. during the Cold War with the threats posed by terrorists groups today.
3. Students will assess the significance of the "fallout shelters" of the Cold War.
4. Students will develop skills to analyze primary resources.

Nebraska State SOCIAL STUDIES Standards

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

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

Standard 8.4.4. By the end of eighth grade, students will evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.

Standard 8.4.5. By the end of eighth grade, students will interpret economic and political issues as expressed in various visuals.

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

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 12.1.12. By the end of twelfth grade, students will explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.

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

Standard 12.1.14. By the end of twelfth grade, students will demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.

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 12.3.5. By the end of twelfth grade, students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Standard 12.3.6. By the end of twelfth grade, students will analyze the structure, and function of the United States national governments and its relationship to state governments.

Standard 12.3.7. By the end of twelfth grade, students will analyze structure and function of Nebraska state and local governments.

Standard 12.3.10. By the end of twelfth grade, students will compare the United States political and economic systems with those of major democratic and authoritarian nations.

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.

Nebraska State READING & WRITING Standards

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 8.1.3. By the end of the eighth grade, students will identify and classify different types of text.

Standard 8.1.5. By the end of the eighth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Standard 8.1.6. By the end of the eighth grade, students will identify similarities and differences across a variety of eighth grade reading selections.

Standard 8.1.7. By the end of the eighth grade, students will demonstrate the ability to analyze literary works, nonfiction, films, or media.

Standard 8.2.2. By the end of the eighth grade, students will write compositions with focus, related ideas, and supporting details.

Standard 8.2.3. By the end of the eighth grade, students will revise and edit descriptive compositions.

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 8.3.2. By the end of the eighth grade, students will use multiple presentation styles for specific audiences and purposes.

Standard 12.1.1. By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

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

Standard 12.1.3. By the end of the twelfth grade, students will identify and use characteristics to classify different types of text.

Standard 12.1.6. By the end of the twelfth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 12.2.1. By the end of the twelfth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.

Standard 12.2.2. By the end of the twelfth grade, students will write compositions with focus, related ideas, and supporting details.

Standard 12.2.4. By the end of the twelfth grade, students will use multiple forms to write for different audiences and purposes.

Standard 12.2.5. By the end of twelfth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

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

Introduction:

Introduce the lesson by providing students with a copy of the following information.

"In the 1950s and 1960s fears of nuclear war spurred a boom in building fallout shelters. These shelters could be built in a basement or under a back yard. A fallout shelter built in the corner of a basement was the least expensive type, and it supposedly offered 'substantial protection'. In many plans, concrete blocks provided the walls. An open doorway and vents near the floor provided ventilation. The shelter's entrance was constructed with a sharp turn to reduce radiation intensity. Several Nebraska publications recommended stocking foods that would last for several months without refrigeration and that required little or no cooking. There were devices to help people know when radioactivity had reached safe levels."

"Nebraska was the target of Russian nuclear bombs. With SAC on our eastern border, airbases and missile bases across the state and a major ammunition dump outside of Hastings, the state would be 'Ground Zero' -- the aiming point -- of nuclear missiles and bombers in the event of a nuclear war. The problem for civilian and military officials was how to devise plans that would give civilians a chance to survive a nuclear war."

After students have had the opportunity to read the preceding information, use the following questions as a guide for the discussion:

- What is a fallout shelter?
- What prompted the need to build fallout shelters in the post World War II time period?
- What is "fallout?"
- Why would Nebraskans need fallout shelters?
- Would fallout shelters be an effective way to protect people? Why or why not?
- Is there any value in maintaining fallout shelters today? Explain.

Resources**Books:**

Faragher, John Mack, etc. **Out of Many A History of the American People**. Upper Saddle River, New Jersey: Prentice Hall, 1997.

Goldfield, David, etc. **The American Journey A History of the United States**. Upper Saddle River, New Jersey: Prentice Hall, 1998.

Nash, Gary B., etc. **The American People Creating a Nation and a Society**. New York: Longman, 1998.

Magazines:

Scott, Melba, and Ahlgren, Carol. "Witness to an Atomic Test." *Nebraska History*. Vol. 77. No. 1. Spring 1996. Pp. 33-44.

Schuyler, Michael W. "The 1950s: A Retrospective View." *Nebraska History*. Vol. 77. No. 1. Spring 1996. Pp. 2-11.

Pratt, William, C. "Change, Continuity, and Context in Nebraska History, 1940-1960." *Nebraska History*. Vol. 77. No. 1. Spring 1996. Pp. 45-54.

"Teaching U.S. History with Primary Sources." *Social Education*. Vol. 67. No. 7. November/December 2003, Pp. 372-428.

Internet Resources:

Congressional Fallout

<http://www.cnn.com/SPECIALS/cold.war/episodes/01/then.now/>

CNN Cold War.

<http://www.cnn.com/SPECIALS/cold.war/>

Daryl Cagle's Professional Cartoonists Index.

<http://cagle.msnbc.com/>

"Fallout Can Be Fun."

<http://www.slate.com/id/2078892/>

General Scoring Rubric--Thematic Essay

http://www.socialstudieshelp.com/Thematic_Esaay_Rubric.htm

Graphic Organizers.

<http://www.graphic.org/venbas.html>

Graphic Organizers.

<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>

Graphic Organizers. Venn Diagram Expanded

<http://www.graphic.org/venexp.html>

Glencoe. Graphic Organizer

http://teachingtoday.glencoe.com/userfiles/file/graphic_organizer_affective.pdf

Nebraska Dept. of Education Academic Standards.

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Dept. of Education State Social Studies/History Standards.

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

Nebraska State Historical Society.

<http://nebraskahistory.org/oversite/research.htm>

Nebraska State Historical Society: Nebraska History magazine

<http://nebraskahistory.org/publish/publicat/history/index.htm>

Nebraska State Historical Society: Nebraska Trailblazer

<http://www.nebraskahistory.org/museum/teachers/material/trailist.htm>

Rubrics General Rubric

<http://www.socialstudieshelp.com/rubric.htm>

School Improvement in Maryland. Instruction. Social Studies Rubric.

http://www.mdk12.org/instruction/curriculum/hsa/critical_thinking/soc_stds_rubric.html

Starr, Larry. Nebraska State Dept. of Social Studies Education. Nebraska Social Studies Resource.

<http://www.nde.state.ne.us/SS/>

The American Memory Collection. All Collections.

<http://memory.loc.gov/ammem/amtitle.html>

The American Memory Collection. Library of Congress.

<http://memory.loc.gov/ammem/ammemhome.html>

The Greenbrier Bunker

<http://www.pbs.org/wgbh/amex/bomb/sfeature/bunker.html>

The History of Civil Defense and Emergency Management in Tennessee.

http://www.tnema.org/Word%20Docs/CD_EM%20Old%20Plans.htm

The Library of Congress Learning Page: The Historians' Sources: Analysis of Primary Sources.

"Questions for Analyzing Primary Sources."

<http://memory.loc.gov/ammem/ndlpedu/lessons/psources/analyze.html>

The National Archives "Document Analysis Worksheets"

<http://www.archives.gov/education/lessons/worksheets/index.html>

Top Ten Ways to Use Venn Diagrams (Click on Venn Diagram tab.)

<http://www.venndiagram.com/toptenvenn.html>

"Using primary Sources on the Web."

<http://www.ala.org/ala/rusa/rusaourassoc/rusasections/historysection/histsect/histcomm/instructionres/usingprimarysources.cfm>

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

The Process:

1. Direct students read information on the Nebraska Studies website at <http://www.nebraskastudies.org/>
 - Click on the 1950-1974 time period. Then click on the icon titled "Civil Defense".
 - Then, read "Protests Against Nuclear War" and "Nebraska's Atomic Ties" background information in the same timeline.
2. After students have had the opportunity to read the background information, conduct an oral discussion with students using the following as a guide for the discussion:
 - a. Define the terms "civil defense"
 - b. Who was Val Peterson, and what role did to play in civil defense?
 - c. What were the key points discussed in the following segments:
 - Witnessing an Atomic Blast
 - The Family Fallout Shelter
 - Sheltering Cattle
 - The "Underground Capitol"
3. Have students analyze the image of a rural fallout shelter in the segment of Nebraska Studies titled "Rural Fallout Shelters" in the same timeline. Conduct a discussion with the students using the following as a guide for the discussion:
 - a. Ask students to list all the items they can identify that are found in the shelter.
 - b. Would a fallout shelter in rural Nebraska contain items different than a fallout shelter in an urban setting? Explain.
 - c. What is a root cellar?
 - d. Why would rural areas need a fallout shelter?

Additional information on the type of food typically kept in a fallout shelter is discussed in the Spring 1996 Vol. 77, No.1 issue of Nebraska History magazine.

<http://nebraskahistory.org/publish/publicat/history/index.htm>

4. Discuss with students why Val Peterson switched from "duck-and-cover" or "stay put" planning to a policy of "pre-attack evacuation." What impact did the development of missiles have on the "pre-attack evacuation?"
5. Instruct students to read the discussion of how Civil Defense officials were also concerned that the nation's farms would be attacked by bio-terrorists in the segment titled "Rural Fallout Shelters" in the same timeline. Then lead a discussion with these questions:
 - a. Do you see any parallels between the fears of bio-terrorists during the Cold War and discussions today by government officials about bio-terrorist threats?
 - b. What people or countries were viewed as likely to commit bio-terrorism during the Cold War?
 - c. Would it be the same people or countries today? Explain.
6. Have students use the National Archives *Poster Analysis Worksheet* in the Resources section at the end of this document to analyze the "Radioactive Fallout" poster on the first page of the "Civil Defense" section.

7. Conduct a review of the Civil Defense discussion by emphasizing the following:
 - a. What was the connection between the Cold War and civil defense?
 - b. Were fallout shelters a realistic deterrent to a nuclear attack?
 - c. The U.S.S.R. would most likely target which locations in Nebraska during the Cold War period? Would the same be true if terrorists were to attack Nebraska sites today? Explain
 - d. Are the threats of terrorist activities today basically the same threats that were present during the Cold War from the U.S.S.R.? Explain your answer.
 - e. Do you think the propaganda techniques used by the national government information agencies with reference to civil defense were effective during the Cold War? Would their techniques be effective today? Why or why not?
 - f. Do you think some type of underground shelters should be built today to help protect our state and national leaders from terrorist attacks that might include biological and/or nuclear attacks? Explain your answer.
8. Provide students with a copy of the "Omaha Civil Defense Manual" cover located on page 35 of the Spring 1996 Vol. 77. No. 1 issue of the Nebraska History magazine. Have students use the National Archives *Poster Analysis Worksheet* in the Resources section at the end of this document to analyze the manual cover.

The magazine can be purchased from the Nebraska State Historical Society.

<http://www.nebraskahistory.org/>

Learning Advice:

1. Provide students with a copy of the National Archives *Poster Analysis Worksheet* in the Resources section at the end of this document. Then, using the poster "You can protect yourself from radioactive fallout" on the first page of the Civil Defense section, model for students how they can use the worksheet as a guide for analyzing a poster.
2. Have students identify and/or define the following terms and indicate their connection to the Cold War and civil defense after they have had the opportunity to read the information "Civil Defense" segment of the Nebraska Studies 1950 – 1974 timeline and after students have also read pertinent passages from their American history textbook or other assigned readings:

Behlen Construction Co.	ground zero	Operation Cue
civil defense	Looking Glass	pocket dosimeter
Civil Defense Act	Melba Scott	public shelters
DEW line	missile silo	SAC
duck and cover	Nebraska Civil Defense Agency	STRATCOM
fallout	Nebraska missile bases	Superbomb
fallout shelters	Nebraskits	Underground Capitol
Roberts Dairy fallout shelter	NORAD	Val Peterson
Federal Civil Defense Administration	Offutt Air Force Base	

3. Review the Nebraska State Historical website at <http://www.nebraskahistory.org/> and familiarize students with the Nebraska History magazine: <http://www.nebraskahistory.org/publish/publicat/history/index.htm>
Teachers/students can order copies of the magazine from the NSHS or check with their local library to see if they have copies. Try to secure a copy of the Spring 1996 Vol. 77. No. 1 issue of Nebraska History, which contains three articles that are useful for discussing civil defense issues.

4. Review the contents of the Nebraska Department of Education Social Science Resource Home Page and review the links with students. <http://www.nde.state.ne.us/SS/>
5. Purchase a copy of the National Council for Social Studies Social Education "The Social Studies Professional" issue for November/December 2003, which contains several articles on "Teaching U.S. History with Primary Sources." <http://www.socialstudies.org/publications/>
This issue contains copies of the various National Archives worksheets that can be used to analyze a variety of primary resources. There are a variety of articles that provide information on how to locate primary documents on-line as well as in the local community.
6. Purchase a copy of the Spring 1996 Vol. 77. No. 1 issue of the Nebraska History magazine and provide students with copies of one or more of the following articles: "The 1950s: A Retrospective View," "Witness to an Atomic Test," or "Change, Continuity, and Context in Nebraska history, 1940-1960." The articles contain supplementary information on the Civil Defense program.
<http://www.nebraskahistory.org/publish/publicat/history/index.htm>

Conclusion:

Students will have learned the role civil defense leaders played in Nebraska and the nation during the Cold War. Students will also have become aware of the advantages and disadvantages of the "duck-and-cover" or "stay put" planning and the policy of pre-attack evacuation. Students will be able to compare and contrast the threats the Soviet Union posed during the Cold War with the threats of terrorists today. Finally, students will have developed skills to analyze primary resources such as posters and photographs.

Assessment Activity:**Activity Number 1: Essay:**

Instruct students to write a minimum 500-word essay analyzing the National Civil Defense program during the Cold War period. Students should include a discussion of the following in their essay:

- Reasons for the development of a Civil Defense System
- Pros and cons of the Nebraska Civil Defense System
- A comparison and contrast of the techniques used by the national government to encourage the general citizenry to be alert to threats from the Soviet Union during the Cold War and terrorist groups today
- Specific steps taken by Nebraska to promote Civil Defense during the Cold War

Tell students to include a thesis statement, documentation, a conclusion, and a bibliography. Use a rubric to assess student knowledge. Provide students with a copy of the rubric that will be used to determine the grade they receive on their essay. Teachers can create their own rubric or use one of the following rubrics:

Rubric

General Scoring Rubric--Thematic Essay

http://www.socialstudieshelp.com/Thematic_Esaay_Rubric.htm

Rubrics General Rubric

<http://www.socialstudieshelp.com/rubric.htm>

Activity Number 2: Multiple-choice assessment.

Print out enough copies for each student of the *Civil Defense Multiple Choice* worksheet in the Resources section of this document.

Answers to the Multiple Choice assessment activity:

- | | |
|------|------|
| 1. A | 5. D |
| 2. B | 6. B |
| 3. C | 7. D |
| 4. D | |

Extension Activities:

1. Instruct students to access the Civil Defense Art Gallery at <http://www.civildefensemuseum.com/artgal/artgallery.html> and review the various civil defense posters and publications. Have students select one of the posters or publications and use the National Archives *Poster Analysis Worksheet* in the Resources section at the end of this document as a guide when analyzing the poster or publication.
2. Instruct students to access the website "Fallout Can Be Fun." <http://www.slate.com/id/2078892/> and other websites that relate to Civil Defense procedures and have students read the background information. Then have students write an essay and/or conduct an oral discussion based on the following
3. Compare and contrast the Federal Civil Defense Administration of 1951 with the Homeland Security Department and include a discussion of duct tape, duck and cover, Bert the Turtle, and the color-coded alert system.
4. Have students access the "Civil Defense School Book Cover" at <http://www.civildefensemuseum.com/artgal/bkcvrback.jpg> or provide students with a copy of the image and have them answer the following questions:
 - What were three things mentioned that the family or a family member should do to be better prepared for a nuclear attack?
 - Do you think this type of government program would have been effective if a nuclear attack would have occurred in the 1960s? Why or why not?
5. Have students access the "Civil Defense Art Gallery" located at <http://www.civildefensemuseum.com/artgal/artgallery.html> Then instruct students to select one of the Civil Defense posters and do an analysis using the National Archives *Poster Analysis Worksheet* in the Resources section at the end of this document.
6. During the 1950s, government officials were very concerned that, in the event of an atomic attack, law and order would break down as the nation dissolved into widespread panic and hysteria. In its publicity campaigns the Federal Civil Defense Administration wanted to frighten people sufficiently to encourage them to take part in drills, but not to incapacitate them with fear. The following government-sponsored quiz appeared in the August 21, 1953 issue of Collier's magazine as a supplement to an article about human behavior during nuclear attacks. It was intended to help readers avoid becoming "victims of panic." Have students access "Test Yourself How Panic-Proof Are You?" located at <http://www.pbs.org/wgbh/amex/bomb/sfeature/panicquiz.html>. Then instruct students to take the test and check their score. Conduct a discussion with students to see if they think the test accurately measured how likely a person was to suffer a panic attack during a nuclear attack.

1950 – 1974

CIVIL DEFENSE

RESOURCES

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Nebraska Department of Education Academic Standards

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Department of Education Social Studies and History Standards

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

National Archives

<http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<http://memory.loc.gov/ammem/ndlpedu/lessons/index.html>

Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions.

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

RESOURCES

National Archives Photograph Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

PEOPLE

OBJECTS

ACTIVITIES

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

RESOURCES

National Archives Poster Analysis Worksheet

1. What are the main colors used in the poster?

2. What symbols (if any) are used in the poster?

3. If a symbol is used, is it
 - a. clear (easy to interpret)? _____
 - b. memorable? _____
 - c. dramatic? _____
4. Are the messages in the poster primarily visual, verbal, or both?

5. Who do you think is the intended audience for the poster?

6. What does the Government hope the audience will do?

7. What Government purpose(s) is served by the poster?

The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster?

RESOURCES

Civil Defense Multiple Choice Worksheet

Name: _____

Directions: Circle the best answer.

1. The Nebraska Civil Defense program was initiated by Governor:
 - A. Peterson
 - B. Melba Scott
 - C. Wagner
 - D. Roberts
2. Operation Cue was an experimental:
 - A. Civil Defense drill
 - B. Atomic bomb blast
 - C. Defense against terrorist attacks
 - D. Test of an airplane that broke the sound barrier
3. A fallout shelter was designed to protect Americans from nuclear attacks by the:
 - A. Japanese
 - B. Germans
 - C. Russians
 - D. Chinese
4. Which of the following Nebraska companies built buildings near the site of the experimental atomic bomb blast to determine their ability to withstand nuclear explosions?
 - A. Kiewit
 - B. Leo Daily
 - C. National Manufacturing Company of Lincoln
 - D. Behlen
5. Which of the following was least likely to be found in a Nebraska fallout shelter?
 - A. "Nebraskits"
 - B. "carbohydrate supplements"
 - C. Roberts Dairy packaged water
 - D. Anti Toxin kits
6. Which of the following businesses built an underground fallout concrete shelter under their company building in Elkhorn, Nebraska that was big enough to house over 200 cows during the Cold War period?
 - A. Behlen
 - B. Roberts
 - C. Cabella's
 - D. Nebraska
7. Which of the following sites in Nebraska was least likely to be targeted by a Russian nuclear attack during the Cold War?
 - A. SAC
 - B. Hastings
 - C. Sidney
 - D. Valentine