

# 1950S: COLD WAR AND FOREIGN POLICY

Subject: Social Studies State/Group: NJ  
Country: USA School: Egg Harbor Township  
Course/Grade: Grade 11

## UNIT SUMMARY

This unit will explore the economic, military and political changes that resulted at the conclusion of World War II leading to continued conflict between America and Soviet philosophies.

## UNIT RESOURCES

### Printed Materials:

- See attached
- Containment Policy  
(<http://edsitement.neh.gov/sites/default/files/worksheets/ColdWar02.pdf>)
- Berlin Wall (<http://www.history.com/videos/berlin-wall-deconstructed#kennedy-responds-to-berlin-wall>)

### Resources:

#### Videos

- Make Mine Freedom (A cartoon on anti-communism)
- "What the Cold War Left Us" (<http://www.history.com/videos/cold-war#cold-war>)
- Space Race (<http://www.history.com/videos/space-race-cold-war-front#space-race-cold-war-front>)
- [www.unitedstreaming.com](http://www.unitedstreaming.com)
- [www.history.com](http://www.history.com)

### Internet Resource Links:

- [www.loc.gov](http://www.loc.gov) (Library of Congress)
- [www.americanrhetoric.com](http://www.americanrhetoric.com) (American Rhetoric)
- <http://www.archives.gov/> (National Archives)
- [www.pbs.org](http://www.pbs.org) (PBS)
- [www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu) (Digital History)

- <http://www.nypl.org/> (New York Public Library)
- [www.Gilderlehrman.org](http://www.Gilderlehrman.org) (Studying American History)
- [www.ushistory.org](http://www.ushistory.org) (American History)
- <http://americanhistory.si.edu> (Smithsonian Institution)
- [www.calisphere.universityofcalifornia.edu](http://www.calisphere.universityofcalifornia.edu) (University of California)
- <http://www.authentichistory.com>
- <http://www.livingroomcandiate.org>
- <http://www.nbclearn.com>
- <http://www.newseum.org/>
- <http://www.coldwar.org/>

## **GOALS AND STANDARDS**

Standard State: NJ

6.1.12. U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

## **ENDURING UNDERSTANDINGS**

Students will be able to understand:

- The philosophical differences between the United States and the USSR.
- Intensifying fear of communism infiltration and influences.
- Increase tension between communist and non-communist nations.
- The new role of the United Nations in global policy.
- The United States role in European and Asian affairs.

## **ESSENTIAL QUESTIONS**

- How did the global relationship change as a result of World War II?
- Who was responsible for the Cold War?
- Did McCarthyism influence foreign and domestic policy?
- Was the containment policy effective?
- What were the economic, military and political impacts of the Cold War?

## **KNOWLEDGE AND SKILLS**

*Students will know:*

- The immense impact of the Cold War policies had on military, political, economic and social-cultural situations.
- A variety of responses to the Cold War from world leaders.
- The effects of McCarthyism on the United States.
- Military impact of the Cold War and its by-products (i.e. – space race, U-2)

*Students will be able to:*

- Identify and evaluate elements of US foreign policy.
- Recognize internationalism and its effects.
- Identify elements of McCarthyism and compare them to the Red Scare of the 1920s.
- Understand that modern foreign policy has limits.
- Analyze a variety of responses to the Cold War from world leaders.

## **PERFORMANCE TASKS**

### ***1. Primary Sources***

Students will analyze and interpret primary source documents, including but not limited news footage, newspapers, videos and speeches.

### ***2. Model UN***

Students will take an active role in debating world issues regarding the Cold War.

### ***3. Essay on the Cold War***

Students will analyze the success and failures of the Cold War.

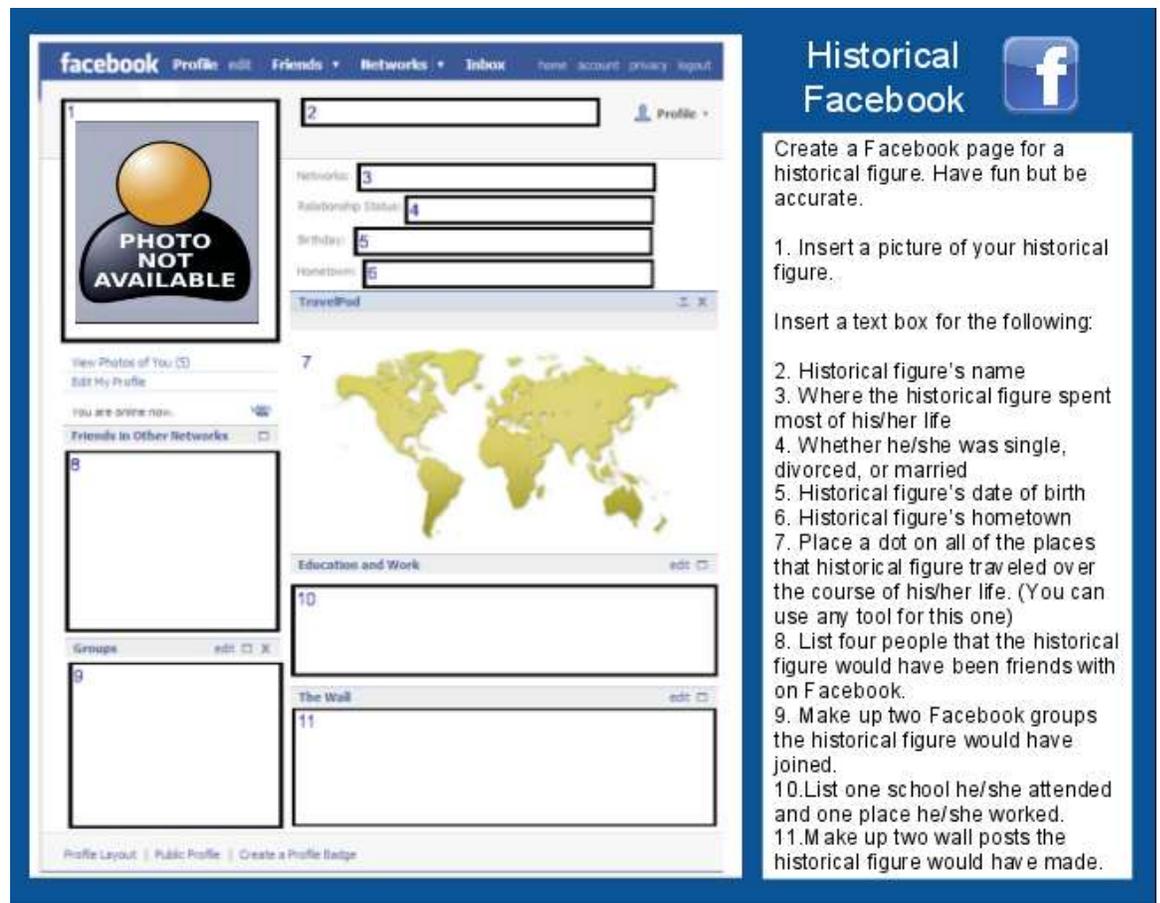
### ***4. The Strategy of Containment***

<http://edsitement.neh.gov/sites/default/files/worksheets/ColdWar02.pdf>

### 5. *We Didn't Start the Fire*

When asked about his inspiration for the song, he said "I was talking to this young guy in his early '20s and he was talking about what a hard time this was to grow up in, with crack and AIDS. And I thought, we said that when we were that age. Jeez, there was Vietnam, the Kennedy assassinations, drugs, Nixon...the song is saying, 'Look, we didn't start the fire, we tried to fight it, but it was burning and it's gonna burn on after we're gone and it's gonna burn on after you're gone, too. That's the way the world is, imperfect; you have to learn to deal with it. But don't give up! Change what you can change; don't fall into cynicism and despair."

For the assignment, each person will be required to research and create a "History Connect" poster highlighting a person, place or event featured in "We Didn't Start the Fire".



The image shows a screenshot of a Facebook profile page template. The profile picture area is labeled '1' and contains a placeholder that says 'PHOTO NOT AVAILABLE'. The name field is labeled '2'. The network dropdown menu is labeled '3'. The relationship status dropdown menu is labeled '4'. The birth date field is labeled '5'. The hometown field is labeled '6'. A world map is labeled '7'. The education and work section is labeled '10'. The wall section is labeled '11'. On the right side of the image, there is a section titled 'Historical Facebook' with a Facebook logo. Below the title, it says 'Create a Facebook page for a historical figure. Have fun but be accurate.' followed by a list of instructions:

1. Insert a picture of your historical figure.
2. Historical figure's name
3. Where the historical figure spent most of his/her life
4. Whether he/she was single, divorced, or married
5. Historical figure's date of birth
6. Historical figure's hometown
7. Place a dot on all of the places that historical figure traveled over the course of his/her life. (You can use any tool for this one)
8. List four people that the historical figure would have been friends with on Facebook.
9. Make up two Facebook groups the historical figure would have joined.
10. List one school he/she attended and one place he/she worked.
11. Make up two wall posts the historical figure would have made.

Facebook Project Rubric

Name \_\_\_\_\_

Score \_\_\_\_\_

Criteria	Possible Points	Points Earned
1. Appearance	10	_____
2. Characterization	15	_____
3. Creativity	20	_____
4. Effort	20	_____
5. Grammar	15	_____
6. Spelling	15	_____
7. Submitted on time	5	_____

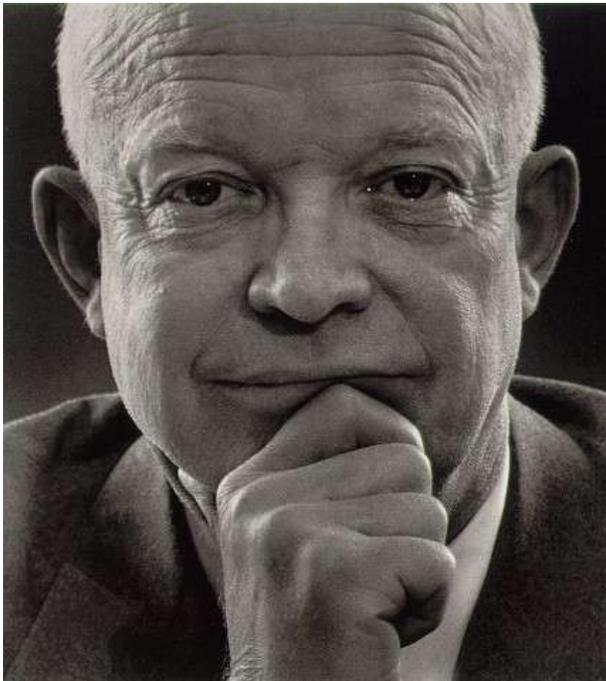
Comments:

6. *Ike in a Box*

## IKE in a Box

"I have only one yardstick by which I test every problem - and that is: Is it good for America?"

"How did President Eisenhower affect the culture, economy, and the country during the 1950's?"



Working with a partner of your choice: You should read the chapter from "*To the Best of My Ability*" on President Eisenhower. Next, identify a major domestic or foreign event of Eisenhower's presidency. You and your partner should find an 'artifact' that represents your event to place in our class box.

Examples:

1. If you wanted to represent how Eisenhower balanced the federal budget, you could bring in a dollar or monopoly money.
2. If you wanted to demonstrate how IKE changed the political landscape of the 1950's you could make a button from the 1952 or 1956 Election.

**ITEMS SHOULD BE PHYSICAL ARTIFACTS NOT MERELY PRINTED OFF THE INTERNET!**

Finally, you and your partner need to complete the following the *IKE in the Box* worksheet.

You will be graded on the following rubric:

<u>Topic</u>	<u>Possible Points</u>
Content	1-5
Organization	1-5
Artifact (e.g. how well you explain your choice)	1-5
Understanding of Eisenhower's Presidency	1-5
<hr/>	
Total Points:	/20

The assignment will be due on \_\_\_\_\_

**\*\*Late assignments will not be accepted.\*\***

Have fun with this and be creative!! 😊

**Notable Events during the Eisenhower Presidency**

1950s: Cold War and Foreign Policy

Ike as World War II hero of D-Day

Ike as NATO commander

Election of 1952

Richard Nixon as Vice-President

Mamie Eisenhower as First Lady

Interstate Highway Act

Polio Vaccine

Balanced Budget

Brown v. Board of Education

Little Rock, Arkansas and federal  
troops

“Modern Republicanism”

McCarthyism

Korean Conflict

SEATO

South Vietnam

Hungary

CIA (Iran and Guatemala)

Sputnik

Suez Crisis

Lebanon

U-2 Incident

Recreational Pursuits – Golf, Fishing,  
and Painting

Rock 'n Roll

Elvis Presley

Disney Land

## IKE in a Box

Name(s):

\*\*Make sure your names can be found on your artifact.

1. Describe your event:

- What did Eisenhower have to do with this event?
- Why was it important to his presidency, the United States and the world?
- What impact does it have on our lives today?

2. Describe your artifact:

- What is your artifact?
- Why did you and your partner choose this as your artifact?
- How did you find this artifact?

3. What did you learn about Eisenhower's Presidency?

4. Why was the event you selected important to you?

5. How did you and your partner balance this assignment?

**7. The Cold War ROCKS!**

Students will create a music video on an aspect of the Cold War identifying the impacts of key people, vocabulary and events.

**Digital Storytelling : Music Videos**

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

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

CATEGORY	4	3	2	1
<b>Soundtrack - Originality</b>	All of the music is original.	Most (over half) of the music is original.	Some of the music is original.	None of the music is original.
<b>Images</b>	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/ tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/ tone .
<b>Duration of Presentation</b>	Length of presentation was 4+ minutes.	Length of presentation was 3 minutes.	Length of presentation was 2 minutes.	Presentation was less than 2 minutes long.
<b>Grammar</b>	Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.
<b>Point of View - Purpose</b>	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.

## OTHER EVIDENCE

- Homework
- Essay
- Test
- Quizzes
- Geography exercises

## **LEARNING ACTIVITIES**

Teacher will:

- Introduce unit on Cold War and its political, economic and military implications.
- Introduce key vocabulary, events and people and their relationship to the Cold War.
- Provide notes and primary sources for examination.
- Provide homework, quizzes and tests.

Students will:

- Examine the short/long term effects of the Cold War on the United States, Europe and Asia.
- Note key vocabulary terms and will be able to put them in the proper context.
- Examine intolerance through McCarthyism and draw connection to previous Red Scares.
- Teacher and students will:
- Make connections between the World War II and the Cold War.
- Examine how the relationships at the end of World War II shaped foreign policy and domestic changes.