

The Cold War

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Content Area: U.S. History

Grade Level Options: 11

Summary of Lesson

In this lesson, students will focus on a variety of communication tools that may have been available during the Cold War era. They will also explore the Cold War from the Soviet perspective. Using primary sources and videos, the students will create a brief radio broadcast based on the information they have gathered.

Resources Needed:

- [Resource 1: Crusade for Freedom Letter](#)
- Documents from Revelations from the Russian Archives at the Library of Congress:
<https://www.loc.gov/exhibits/archives>
- Documents Relating to American Foreign Policy
<https://www.mtholyoke.edu/acad/intrel/coldwar.htm>

Desired Results

What students will know, do, and understand

Delaware Social Studies Benchmarks History Two 9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations. **Essential for Grade 11**

Lesson Essential Question

- When analyzing media broadcasts, why is it important to distinguish between fact and interpretation?

Learning Plan

Instructional Strategies

Strategy One: Gathering Information Brainstorming Ask students to work in pairs to brainstorm ways to communicate information to a large number of people. Students complete the chart below using google docs. List various forms of mass media communication on the chart. Next, ask students to eliminate those that were not available in 1960 and explain their choices on the chart. Have students rank the remaining forms of communication in terms of what they believe will be the most effective with one being the most effective way to communicate information to large numbers of people. Students share their chart information.

Media Type	Available 1960? (Y/N) (evidence?)	Rank effectiveness (Why?)

Strategy Two: Extending and Refining Graphic Organizer

Distribute *Crusade for Freedom Letter* and *Exposing Imperialist Policies*
<http://www.loc.gov/exhibits/archives/w2compar.html>

Have students analyze these two documents by using the [Document Analysis Chart](#) (below). How are these documents similar and different? Display Google doc for class and ask all students to contribute to real time document analysis. Discuss results as a class

Strategy Three: Application Historical Research

Assign students in groups of 2-3 one event from the Cold War. Go here for a list of events: <https://www.historyonthenet.com/the-cold-war-timeline-2>

Students view the following video from the American perspective: Towers of Truth Crusade for Freedom. <https://www.youtube.com/watch?v=ohg64olBgH8>

Students view the following video from the Soviet perspective:
<https://www.youtube.com/watch?v=la7N117zrlk>

Each group should research either the American or Soviet perspective of their event. Students must find at least two primary sources related to their topic.

Using primary sources, students create a three minute radio broadcast for either *Radio Free Europe* or *Radio Moscow*.

Students could use screencastify or another audio app to record their broadcasts.

Assessment Evidence

Evidence that will be collected to determine whether or not the desired results are achieved

Check for Understanding

- When analyzing media broadcasts, why is it important to distinguish between fact and interpretation? Use specific examples from two events of the Cold War to support your answer.