Lesson 1: Entry Task Questions (student handout 1.1) - {Preassessment}

1. What are the defining characteristics of Communism?

2. What was the Cold War about? Why was it “cold”? Tell me about where your prior knowledge stems from (e.g. parent, previous class, pop culture)

3. Consider your source(s) and evaluate their credibility. Use 1 star if somewhat credible up to 4 stars for thorough and accurate.

* FOR THE END OF THE PERIOD*

Closing Reflection (student handout 1.5) {student voice}

1. What are two new aspects about Communism and/or the Cold War that you learned today?

2. Describe one example of how the present day American political or economic system is socialist.

3. Rank yourself 1 to 5 - how confident do you feel about explaining 2 key differences between Communism and Capitalism to either a parent or a sibling?
Lesson 2: Entry Task 2.1 (projected on the board - write answers below) {Excluded for Student Walkout/Assembly}

2.3 Formative Assessment (After your reading) {Task 3 Formal Assessment}
Based on your new evidence today, considering all four documents, compose one comprehensive 3-4 sentence paragraph that incorporates two pieces of evidence from multiple documents answers the CF question: *Who started the Cold War, the United States or the Soviet Union?*

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Closing Reflection 2.4 {Student voice}

1. Describe how your thinking or perceptions about the Cold War, Communism, the USA or USSR have changed during the last 2 days?

2. What are any details or aspects of the Cold War of Communism that you find confusing or are still curious about?
Lesson 3: Post Activity Reflection Questions
Formative Assessment 3.1

1. Why did you think there were traitors?

2. How did the knowledge that there “were traitors” affect what you saw as you built the House of Cards?

3. What can you infer about the Red Scare 2.0 (1945-1954), based on this activity?

4. How did this activity make you feel?

5. Imagine you were an American in the 1950s and were filled with this fear of Communism and had the same kinds of doubt and suspicion in the workplace, school, grocery store. How would you know who to trust?
Lesson 3: Language Support Vocabulary Syntax

**New Vocabulary**

Psychology has some theories and concepts that can help make sense of our experience today and these social psychological phenomena.

**HYSTERIA:** exaggerated or uncontrollable emotion or excitement, especially among a group of people.

**CONFIRMATION BIAS:** the tendency to interpret new evidence as confirmation of one’s existing beliefs or theories.

**GROUPTHINK:** is a psychological phenomenon that occurs within a group of people, in which the desire for harmony or conformity in the group results in an incorrect or deviant decision-making outcome.

**Student Reflection {Student Voice}**

6. How do these concepts offer some explanation for what you saw or felt during the exercise?

7. How has this exercise changed or added to your thinking or feelings about Communism?

**Homework for Friday {Formative Assessment}**

Research and describe examples in News, Politics, Home, School, Church anywhere in society today where you can apply our new vocabulary **Hysteria, Confirmation Bias and Groupthink** to explain people’s behavior today? Be ready to share out your examples at the start of class tomorrow.
Lesson 4 - McCarthyism & The Second Red Scare
Entry Task {Formative Assessment}

1. HW Review from yesterday: Share aloud with your tablegroup the examples you found in the news, school, politics, church, etc. of people being swept up in Confirmation Bias, Hysteria and/or Groupthink. Then be ready to share out your findings with the whole class.

Guided Notes for RED Scare 2.0 Lecture
Please grab an additional sheet of lined paper for your guided note taking.

1. What are the years of the Second Red Scare ________________?

2. What are the two most compelling reasons the US feared Communism in the 1940-50s? Explain your reasoning and share out with your group.

3. What does HUAC stand for ________________________________?

4. When did they start and what was their mission?

5. Why do you suppose HUAC targeted Hollywood writers?

6. ____________________________a group of writers and directors refused to name names of suspected communists or testify before HUAC.

7. Hollywood fights back with the creation of a group that begins to stand in allegiance and push back against HUAC. They call themselves:

8. __________________________2-term Senator from Wisconsin who makes a name for himself targeting Communist supporters and sympathizers within the US government.

9. Who were the groups that McCarthy targeted in particular?

10. What does Edward R. Murrow mean when he says “But we cannot defend freedom abroad by deserting it at home?”
Lesson 4: Reflection & Review Questions {Formative Assessment & student voice}

11. How did you see Groupthink, Hysteria or Confirmation Bias playing out in the actions of HUAC and/or Senator McCarthy?

12. How did mass media play a role in the rise and the fall of Joseph McCarthy?

13. What parallels from the McCarthyism era do you see in our world today?

14. Describe 1-2 examples how your understanding about Americans’ fears of communism have change throughout this week.
Lesson 5: Cold War Propaganda Poster Project {Summative assessment}
Directions: Imagine it’s 1955. Joseph McCarthy has been censured and rendered essentially useless. Hysteria and confirmation bias still hang heavy in the air. **You and your propaganda team must seize the moment.** In 35 minutes you will create a propaganda poster that represents the values and ideology of your chosen side. It should answer the questions: “What do Americans REALLY have to fear?” & Who/what is responsible for perpetuating the Cold War?

If you draw a...
Black Card create your poster as members of House Un-American Activities Committee
Red Card create your poster as Hollywood 10, The Committee for the First Amendment or even a pro-Communist organization

**Reflection Questions:** - each student should fill these out by the end of the period.
You’ll choose 1-2 people to come up to the front to present and answer the questions below about your piece of propaganda art.

What is your group and what is your answer to “What do Americans REALLY have to fear?”

“What do you assume the average American beliefs are about Communism?”

“What persuasions methods (ethos, pathos, logos) will appeal to your audiences and best convey your point?”

“What techniques will you use to ensure that your poster is exciting and also believable?”

“Who is your intended audience and how/where do you believe they'll encounter your propaganda?”
Lesson 5: Final Reflection of lesson segment {Student Voice}
What imagery/persuasion techniques did you find effective in other groups propaganda posters?

How has your thinking or understanding of Communism changed throughout the past week?

How has your thinking or understanding of the Cold War changed throughout the past week?

What questions or curiosities do you still have when it comes to Communism and/or the Cold War?
Prompt: Based on your new evidence today, considering all four documents (i.e. primary sources read and analyzed across two days), compose one comprehensive 3-4 sentence paragraph that incorporates two pieces of evidence from multiple documents and answers the CF question: *Who started the Cold War, the United States or the Soviet Union?*

**Meeting standard (5 pts)**

To demonstrate complete understanding a student must at minimum address all of the following expected components:

- Paragraph is 3-4 sentences, includes minor if any grammatical or spelling errors, and uses grade level language appropriate for an argumentative paragraph
- Includes a direct claim (thesis) that directly answers the central focus question.
- Includes 2 specific pieces of evidence from two of the four sources
  - Should refer to the author of the primary source document by name
  - Evidence can take the form of either direct quotation OR a paraphrase
- Includes a warrant statement – an overt, justification or explanation of the previous sentence that links the evidence to the claim – demonstrating logical interpretation of the facts and concepts that the author used to construct the argument.

**Approaching standard (4 pts)**

Student includes 3 of 4 expected components OR includes all four components but paragraph is not a specific as outlined in “meeting standard” (e.g. refers to evidence simply as “Doc A”).

**Below standard (3 pts)**

Student includes 2 or fewer of the expected components. Writing is general, lacks specific evidence to support claim OR language inappropriate for argumentative academic paragraph (e.g. slang, abbreviations).