### Lesson Part: Formal/Informal Assessment of Prior Learning or Preassessment (Sequence start)

Teacher places entry task and day’s worksheets in the basket for students to pick up. Assessment of prior learning.  **[formal preassessment 1.1/student voice 1.1]**

- Teacher projects entry task question up on the whiteboard:
  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)

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

As students are collaborating on a definition teacher circulates to gain insight about prior student knowledge and understanding.

After 3-4 mins teacher asks students to share out amongst table group members. Teacher solicits 2-3 volunteers to share out with the whole class.

Students grab entry task and day’s worksheet from the basket and quietly read and answer the question (1-2 mins). Students share out table group and then 2-3 volunteers share out with the whole class.

### Title

**The Only Thing We Have to Fear is...** **Communism?! (Lesson 1)**

### Standard

- **History 4.2.1** Understands and analyzes causal factors that have shaped major events in US history: Analyzes how individuals and movements have shaped US history
- **CCSS.ELA-LITERACY.RH.11-12.1**
  - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **Economics 2.2.1** Understands that nations have competing philosophies about how best to produce, distribute, and consume goods, services, and resources.

### Central Focus (CF)

Identify reasons for fearing Communism and determine who started the Cold War, the United States or the Soviet Union.

### Academic Language

- **Function:** Identify, determine
- **Demand:** Explain (orally and written), describe, analyze, find evidence, write a paragraph
- **Vocabulary:** Cold War, Communism, Capitalism, Socialism, Winston Churchill, Harry S. Truman, Iron Curtain, Yalta Conference
- **Syntax:** Venn Diagram, Cold War Timeline, Primary source Guiding Questions
- **Discourse:** discuss, explain, Venn Diagram, guiding questions, written hypothesis as exit ticket

### Learning Target (LT)

**I can explain 2 essential characteristics of Communism using a Venn Diagram. I can also describe one example of socialist policy found in the present-day American political system.**

**I can analyze 2 primary source documents: an excerpt from Churchill’s Iron Curtain speech and the Truman Doctrine speech to find evidence to support my claim that answers the CF question: Who started the Cold War, the United States or the Soviet Union?**

### Instruction (e.g. inquiry, preview, review, etc.)

Teacher reads out and reviews the Learning Targets with students before reviewing entry task.

Teacher asks students to turn over to page 2 of handout Venn Diagram  **[literacy/language support 1.1, instructional material]
1.1, Syntax] for Communism, Capitalism and Socialism characteristics.

Teacher asks: “What are we doing when we use a Venn Diagram?“
What do you imagine we’d be comparing/contrasting Communism with?”

Teacher calls on students to share definitions of Communism and begins refining ideas and noting key insights about Communism on the projected Venn Diagram using the document camera.

Teacher builds out definitions of all three Communism, Capitalism and Socialism using Venn Diagram incorporating and synthesizing student answers.

Communism (Left bubble) - no class system, state run & owned business, no private ownership, people paid according to abilities and need

Capitalism (Right bubble) - class system, private ownership of business trade and industry are competitive between individuals, no governmental interference, people paid according to market value of their labor/skill

Teacher asks: “What name could we give the overlapping grey section?” If students begin to name shared characteristics between Communism and Capitalism teacher redirects and says: “just like we named Communism and Capitalism, what name could we give this middle section.”

Teacher shares out Marx’s definition of socialism.

Socialism (overlap) - a political and economic theory of social organization that advocates that the means of production, distribution, and exchange should be owned or regulated by the community as a whole. (in Marxist theory) a transitional social state between the overthrow of capitalism and the realization of communism.

Teacher waits for at least the following examples of contemporary socialist US policies before moving:
Public Education
Medicare/Medicaid
Social Security Act (review from prior unit test)

Teacher says: “As we transition, share out with your table groups one thing that you learned or surprised you about Communism, Capitalism or Socialism.” [Central Focus]

Students share out socialism, characteristics and generates examples of US policies that meet the definition.

Informal Assessment
Teacher circulates and listens to students discussing the following prompt:
“Share with your elbow partner one surprising characteristic you learned about socialism, capitalism or communism and one misconception (e.g. Communism is synonymous with anarchy) you previous held.” [informal self-assessment 1.2]
<table>
<thead>
<tr>
<th>Instruction (e.g. inquiry, preview, review, etc.)</th>
<th>Practice Activity or Support</th>
</tr>
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<tr>
<td>Teacher asks students to follow along with the slideshow and lecture using the Cold War Timeline and asks them to annotate in the margins with key names, dates, and locations. Teacher lectures for 5 minutes about Yalta Conferences and reviews Churchill describes Iron Curtain speech with map of Iron Curtain and also the context for Truman Doctrine speech. 1. Yalta Conference 2. Churchill Iron Curtain Speech (doc A) 3. Truman Doctrine (doc B) 4. Introduces Central Focus Question</td>
<td>Teacher passes out Iron Curtain Speech (doc A) &amp; Truman doctrine speech (doc B) along with the Guiding Questions for the reading. Additionally, teacher has prepared truncated versions of both documents A&amp;B as language support resources [Struggling Readers language planned support 1.1]</td>
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<tr>
<td>Teacher concludes: “Our central focus and historical question you will answer today using primary source documents is: Who started the Cold War, the United States or the Soviet Union? For nearly 70 years historians have disagreed over this question. Today we are going to look closely at 2 Cold War primary source documents, specifically two speeches. The famous Iron Curtain Speech by Winston Churchill that he gave in the US in 1946 and another, the Truman Doctrine speech that Truman gave to Congress in 1947. “I encourage you to work in pairs or whole group and jigsaw these readings and questions together because they are a little longer than usual.”</td>
<td>Iron Curtain Speech 1. Sourcing: Who was Winston Churchill? Why would American trust what he has to say about the Soviet Union? 2. Close Reading: What does Churchill claim that the Soviet Union wanted? Truman Doctrine 1. Close reading: Why did Truman believe Greece needed American aid in 1947 2. Context: What does Truman mean when he claims, “Should we fail to aid Greece and turkey in this fateful hour, the effect will be far reaching to the West as well as to the East?” 3. Close Reading: Does Truman present American policy as offensive or defensive? What words or phrases does Truman use to present policy this way?</td>
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<tr>
<td>Students read along and annotates Cold War Timeline [literacy/language support 1.2, instructional/language material 1.2] Annotation of timeline may include notes, names and key ideas to connect to prior learning. Students discuss with table group and write downs key ideas to compose definition of Communism [language demand]</td>
<td>In table groups students reads aloud or individually (group choice) both primary source documents and answer the guiding questions.</td>
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<td>Students listen to the instructions for the activity</td>
<td>Students discuss with table group the CF - Who was primarily responsible for the Cold War - the US or Soviet Union? Students discuss and consider the evidence laid out in the two sources and then individually compose their hypothesis paragraph. [language demand, function]</td>
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<td>Students are familiar with jigsaw readings, questions and discussing ideas as table groups.</td>
<td>Students share out answer to questions as they have them to stimulate review from the previous WWII unit. [language demand]</td>
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</table>

Informal Assessment

As teacher circulates check for understanding and key details and context for each speech and speaker. Teacher additionally clarifies 1. Who was Winston Churchill? 2. What is significant about him giving this speech in 1946? 3. Who was Harry S. Truman? 4. What significant contribution did Truman make in ending the war?
Directions from the teacher:
“To conclude today, please compose a hypothesis paragraph (2-3 sentences) that includes evidence from one primary source and answers the question: *Who was primarily responsible for the Cold War, the United States or the Soviet Union?* [formal assessment 1.3]

Finally, in the final 2 minutes of class teacher asks: “Fist to Five how confident you are about explaining 2 key differences between Capitalism and Communism. Any of the 5 students who’d like to share those out with the whole class?” [informal self-assessment 1.4, student voice]

Teacher asks students to complete closing Reflection [informal self-assessment 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?

Teacher reminds students: “We will continue on these worksheets tomorrow. Please hold onto them in your binder OR if you may place it in the tray for our period and collect it tomorrow” [Planned support]

Student writes a hypothesis addressing the CF question by incorporating a minimum of 1 direct quotation from the two primary source documents. [language demand, function]

Student raises hands fist for zero confidence and 5 for complete confidence that they could explain 2 key differences between Capitalism and Communism. Any student holding a 5 may be called on to share out. [Student voice]

Students write and respond to reflection questions in the remaining minutes of class. [student voice]

Students keep work in folder or place in the correct tray on their way out.
<table>
<thead>
<tr>
<th>Lesson Part</th>
<th>Activity description/Teacher does</th>
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<tbody>
<tr>
<td>Title</td>
<td>The Only Thing We Have to Fear is... <em>Communism?! PART 2/2 (Lesson 2)</em></td>
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<tr>
<td>Standard</td>
<td>History 4.2.1 Understands and analyzes causal factors that have shaped major events in US history: Analyzes how individuals and movements have shaped US history</td>
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<td>CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</td>
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<td>Central Focus (CF)</td>
<td>Identify reasons for fearing Communism and determine who started the Cold War, the United States or the Soviet Union.</td>
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<tr>
<td>Learning Target (LT)</td>
<td>I will analyze two additional primary sources and consider the influence on my CF hypothesis about who is responsible for the Cold War.</td>
<td>I will discuss my hypothesis with my table group and consider their analyses before composing my final paragraph.</td>
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<td></td>
<td>I will compose one comprehensive 3-4 sentence paragraph that incorporates two direct quotations of the evidence and answers the CF question: Who started the Cold War, the United States or the Soviet Union?</td>
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<tr>
<td>Instruction (e.g. inquiry, preview, review, etc.)</td>
<td>Teacher begins class: “Please grab your worksheets from the tray from yesterday also, please grab day two worksheet and staple it to day one materials.” Teacher models how the lines for final paragraph <em>[Formal Assessment 2.3]</em> should the final page.”</td>
<td>Students grab paper from the period tray, new handout from the bin and staples together.</td>
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<td>“As an entry task, please share out with your table group your hypothesis from yesterday and explain which document (A or B) you drew your primary evidence from.”</td>
<td>Students share out hypothesis with table group from day one. <em>[student voice, discourse]</em></td>
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<tr>
<td>Informal Assessment</td>
<td>Teacher circulates and listens to students’ complete hypotheses and which document(s) they drew their evidence and primary reasoning from. Teacher makes a point to check in with students who were absent from the previous day and get them going on the documents A &amp; B from day one.</td>
<td>Students answer aloud and discuss the evidence they found <em>[informal assessment 2.1, student discourse]</em></td>
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<tr>
<td>Practice Activity or Support</td>
<td>Today you are going to get two additional primary source documents that will expand your thinking about the responsibility or culpability in the origin of the Cold War.</td>
<td>Students read documents C &amp; D and answers guiding questions on their worksheet. <em>[Syntax]</em></td>
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<td>Teacher passes out documents C &amp; D along with Guiding Questions.</td>
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</table>
Additionally, the teacher has prepared truncated versions of both documents C&D as language support resources. 

**Struggling Readers language planned support 2.1**

**Soviet Ambassador Telegram (doc C)**

1. **Sourcing:** Who was Nicholas Novikov? When did he write this telegram?
2. **Close Reading:** How does Novikov describe the US? What evidence does he use to support his description?
3. **Context:** What does Novikov claim the US planned during WWII?

**Henry Wallace Letter (doc D)**

1. **Sourcing:** Who was Henry Wallace? When did he write this letter?
2. **Close Reading:** What is Wallace’s main argument?
3. **Corroboration:** How does Wallace’s description of American foreign policy compare to Truman and Novikov’s?

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**Informal Assessment**

Teacher circulates as students discuss doc C & D. Teacher asks: “did anyone find compelling evidence that is causing any doubts about the hypothesis you wrote yesterday?”

**[Informal assessment 2.2]**

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**Closure Assessment of Student Voice**

With five minutes remaining, the teacher prompts students to end table group discussions and take the remainder of the period to compose an individual 4-5 sentence paragraph response that incorporates 2 pieces of direct evidence from docs A-D and/or incorporate evidence from the Day 1 lecture that definitively answers the question: **Who started the Cold War, the United States or the Soviet Union?** **[Central Focus]** Students must pick one side or the other. **[Formal assessment 2.3]**

**Student Reflection** **[informal self-assessment, 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?

Teacher reminds students to turn in work into the basket on their way out.

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Students discuss answers to guiding questions and share out their opinion with each about CF question and how/if their thinking has changed. **[Student voice, Student discourse, language demand]**

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Students compose 4-5 sentence paragraph thesis statement that incorporates two direct quotations and definitively answers the CF question. **[Student discourse, language demand]**

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Students reflect on their learning the past two days **[student voice]** and writes the ways in which their thinking has been challenged, has been furthered or has changed in the two days. Students consider questions or curiosities about Cold War or Communism that are still unclear or interesting.
# Lesson Outline for General Education

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<td><strong>Title</strong></td>
<td><strong>We’ve met the enemy and <em>he is us</em> (Lesson 3)</strong></td>
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<tr>
<td><strong>Standard</strong></td>
<td>History 4.2.3 Analyzes and evaluates how technology and ideas have shaped U.S. history (1890—present).</td>
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<td></td>
<td>CCSS.ELA-LITERACY.SL.11-12.1.B</td>
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<td>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</td>
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<td><strong>Central Focus (CF)</strong></td>
<td>Identify reasons for fearing Communism and determine who started the Cold War, the United States or the Soviet Union.</td>
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<tr>
<td><strong>Academic Language</strong></td>
<td>Function: identify, determine Demand: describe, apply explain, infer Vocabulary: The Second Red Scare, Red, saboteur, hysteria, confirmation bias, groupthink Syntax: Vocabulary definitions, Guiding questions handout and slideshow Discourse: discuss, explain (orally &amp; written), build</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Target (LT)</strong></td>
<td>I my own words I can describe hysteria, confirmation bias and groupthink and apply each term to explain my decision making and feelings during the house of cards class activity.</td>
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<td></td>
<td>I can infer how hysteria, confirmation bias and groupthink propelled a fear of Communism for Americans during the Second Red Scare</td>
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<tr>
<td><strong>Instruction (e.g. inquiry, preview, review, etc.)</strong></td>
<td>Teacher projects slideshow “The Red Scare 2.0: House of Cards slideshow [language support 3.1] Teacher begins: “Please follow along silently as I read the instructions” Slide 2: You will be divided into four teams. Each team must try to build the tallest house of cards in 10 minutes Mr. Morean &amp; Mr. Lee have secretly met with and planted a communist conspirator (a RED) on each team. The RED’s goal is to sabotage the building of the house of cards without drawing undo attention to themselves. Slide 3: 5 Extra Credit points for those students who correctly identify the RED 5 Extra Credit points for REDS who evade detection Slide 4: While you are building...if you have a hunch about who the RED might be...keep it to yourself. Who knows who you can trust?! (Teacher encourages students to not share out or confer with teammates about who the reds are) After building for 10 minutes, I will ask you to stop. Then we will begin the hearing and start interviewing everyone</td>
<td>Students listen and read along with instructions Students ask any clarifying questions about the directions, construction (e.g. “can we building them on a desk or on the ground?”) of the house and/or the extra credit possibilities.</td>
</tr>
</tbody>
</table>
individually to see if you have determined who the RED is on your team.

There are 10 minutes on the clock you may begin now.

Teacher circulates and randomly pulls out students from each group to have quiet sidebar conversations with to raise the tension. Teacher asks students how they are dividing up labor and if they should be most skeptical of people overly involved or who are not trying to help. Teacher reminds students to only stack the cards.

Teacher debriefs the whole group:
“Now, each of you will try to determine who the RED saboteur is. Remain silent until it’s your turn to guess. When you do make your guess, explain your reasoning.”

Students share out their guess and explains their reasoning [student voice].

Teacher records and projects students’ final answers on the document camera and then says “Are you ready to see the actual list?”
Teacher put up blank list of names and begins passing out reflection questions [student handout 3.1]
Teacher explains: “I have something to reveal to all of you, there were no REDS among you. My list here has no names on it.”

With your table groups I’d like you discuss and answer the first page reflection questions 1-5. As I can see and hear that many of you are fired up after this activity and surprise ending, you might consider beginning with question number 4 first.

Post Activity Reflection Questions

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?

Students discuss and write responses to reflection questions and debrief activity [informal self-assessment 3.1, student handout 3.1, syntax].

Teacher says: “Let’s share out some of the ideas, feelings and connections you made during this activity”

Teacher asks: “What is the connection of this activity to the Second Red Scare?”

Teacher listens for connections about hysteria and groupthink and gets students to explain their experiences with theses phenomena before introducing formal definitions.
Teacher segues the group: “Well, if you flip over your reflection questions, I believe that we have some social psychology concepts and phenomena that can offer some explanations about how you felt during the activity. I believe they can offer further emotional insight and connection to how people felt during the Second Red Scare as well.

Teacher changes the slide and introduces each of the following the definitions and concepts one at a time:

**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.

Teacher asks students to determine how those concepts apply to the activity and listens for examples of students ganging up on one “suspicious” person and/or looking for evidence to confirm such suspicions.

For our final reflection of this activity, answer these questions [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 Tomorrow**

FIND EXAMPLES in News, Politics, Home, School, Church anywhere in society you see people experiencing or being “ruled” by Hysteria, Confirmation Bias and Groupthink? Be ready to share out your examples at the start of class tomorrow.

Teacher asks students to PLEASE not spoil the surprise of this activity for the remaining classes. Please do not talk about this until tomorrow!
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<tr>
<td><strong>Standard</strong></td>
<td>4.3.1 Analyzes differing interpretations of events in U.S. history</td>
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<td>4.2.1. Evaluates how individuals and movements have shaped the United States (1890—present)</td>
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<td>Identify reasons for fearing Communism and determine who started the Cold War, the United States or the Soviet Union.</td>
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| **Academic Language** | Function: identify, determine  
Demand: generate, analyze, apply, explain  
Syntax: slideshow, guided notes, discussion prompts, analysis questions  
Discourse: explain, discuss, written exit ticket |             |
| **Learning Target (LT)** | I can generate contemporary examples of hysteria, groupthink and confirmation bias in American political life today.  
I can analyze examples of behaviors throughout the McCarthyism lecture and apply the concepts hysteria, groupthink and confirmation bias to explain outcomes.  
In writing I can use evidence from the lecture and discussion to explain the role the mass media played in the rise and fall of Joseph McCarthy. | Students pick up handout from the bin on their way to the sheet and begin the entry task which is also projected on the screen. *(student handout 4.1)*  
Students share answers with group and describe how their example demonstrates either hysteria, confirmation bias or group think *(informal assessment 4.1, student voice)*  
Students offer an idea to the whole group and responds to teachers clarifying questions and offers examples to elucidate answer. |
| **Instruction (e.g. inquiry, preview, review, etc.)** | As a review and informal assessment from the previous day's vocabulary/concepts teacher asks students to share out with table groups the examples they found from homework.  
“What examples did you find in News, Politics, Home, School, Church anywhere in society you see people experiencing or being ‘ruled’ by Hysteria, Confirmation Bias and Groupthink?”  
Teacher asks for students to share out whole group to ensure accurate application of concepts and consistent understanding moving into the lesson. Teacher asks clarifying questions or synthesizing statement to hone student examples.  
Teacher encourages student making connection to political, social and school life. If students do not generate an example about social media, teacher explicitly asks:  
“What ways can we see social media contributing to confirmation bias?”  
Teacher segues into lecture with slideshow and guided notes.  
“If we consider the influence that the internet and social media have on our lives and what influences our understanding of culture | Students follow along with guided notes *(student handout 4.1)* |
- there is approach infinity content we can consume. I don’t know about you but when I look at my Netflix queue my blood pressure rises with the realistic anxiety that I am never going to get to everything I want to watch.

That was NOT the case for teenagers back in 1948. Young people might pay that nickel or dime and go to the movie theatre and see the same movie five times. This might be hard for you to imagine. But I want you to try. There were only three television channels. Everybody was watching the same things. I want you to keep that in mind."

Part 1: What about Communism did Americans really have to fear? Teacher shows first slide infographic with significant symbols of the era and ask: “what symbols do you recognize on this infographic and what connections can you make to the era or issues that are being alluded to?”

Teacher goes through timeline with students about the logos that contributed to America’s growing fear of Communism.

1. Registration of American Communist Party 75,000 members (1940-41)
2. USSR Nuclear Bomb (1949), H-Bomb (1953)
3. People’s Party & Mao Zedong take over China (1949)
4. Korean War pits China v. America (first proxy war of the Cold War)

Students offer connections and ideas about symbolism and relevance to the era [student voice, student discourse]

Projected on the screen and in the student guided notes is the first check for understanding:

What are the two most compelling reasons the US feared Communism in the 1940-50s? Explain your reasoning and share out with your group. [informal assessment 4.2]

Teacher circulates and listens for answers and any mention of primary source document evidence from earlier in the week.

If teacher hears none, makes a point to loop back during share out. Teachers asks a few students to share out whole group and asks students to consider other factors from the primary source documents from earlier in the week to recall students to Iron Curtain Speech and the Truman Doctrine.

Students offer 2 primary reasons to fear Communism and explains their rationale [student discourse]

Part 2 of Lecture continues: The Red Scare Spreads

1. HUAC - background purpose mission
2. Herblock and his criticism (political cartoon - discuss)
   a. Teacher fills biographical information and context about Block
3. Search for “Commies in universities, churches, unions and business”
   a. Teacher asks whole class “Why do you suppose HUAC picked these institutions and encouraged average American to be on the look?
4. Teacher shows students mass media magazines, movie posters and comic books of the era that were themed around fighting the Communism and “enemies within” (Teacher makes note about keep that phrase in mind)

Students write definition and mission of HUAC in guided notes

Students examine first Herblock political cartoon with SEE, MEAN, MATTER framework and shares out answers with the whole class. [student discourse, syntax]

Students offer ideas about the power of community shaping ideas and creating spaces for counter-culture ideas to thrive. [student discourse]
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<thead>
<tr>
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<th>Hollywood 10</th>
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<tbody>
<tr>
<td>5.</td>
<td>Asks students if they are familiar with this term and if any students have prior knowledge about them</td>
<td>Students in the school film program or students who chose this topic for their National History Day project will likely share out lots of prior knowledge and context</td>
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<td>6.</td>
<td>Hollywood First Amendment Freedom Committee</td>
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<td>7.</td>
<td>McCarthy Background</td>
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<td></td>
<td>a. What do you know about Joseph McCarthy or McCarthyism?</td>
<td>Students in AP LA course will likely have ideas to share out about tragic hero.</td>
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<td>b. What can you tell me about the concept of the ‘tragic hero’? [student discourse]</td>
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<td>i. Teacher refines</td>
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<td>8.</td>
<td>McCarthy’s targets</td>
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<td></td>
<td>a. Enemies Within Speech</td>
<td>Students work together as a whole group to create a definition of tragic hero [student discourse]</td>
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<td>i. Teacher makes connection to List of Names from prior day activity</td>
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<td>b. State Department (Telegram to Truman)</td>
<td>Students share ideas aloud about why Truman never sent his telegram criticizing McCarthy</td>
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<td></td>
<td>i. Asks students to infer why Truman chose not to send his telegram</td>
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<td>c. Lavender Scare</td>
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<td></td>
<td>i. Calls on student who research Lavender Scare for NHD project to explain the context for the class</td>
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<td>d. U.S. Army &amp; Welch</td>
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<td>9.</td>
<td>Edward R. Murrow</td>
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<td></td>
<td>a. See it Now clip</td>
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<td>b. Herblock Cartoon</td>
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<td>Posted on the board and in the guided notes:</td>
<td>Students write their answers in their guided notes and explain their rationale to their table groups [informal assessment 4.3, student discourse]</td>
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<td>Who were the groups that McCarthy targeted in particular? [informal assessment 4.3]</td>
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<td></td>
<td>What does Edward R. Murrow mean when he says “But we cannot defend freedom abroad by deserting it at home?”</td>
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<td>Teacher asks for two volunteers to share out about their analysis of the Murrow quotation.</td>
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<td>In the closing 5 minutes, teacher gives students the opportunity complete closing reflection questions [formal self-assessment 4.4, student voice]:</td>
<td>Students write on their reflections from the day’s lesson and consider the parallels of McCarthyism to issues from today. [language demand, discourse, student voice, formal self-assessment 4.4]</td>
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<td>● How did you see Groupthink, Hysteria or Confirmation Bias playing out in the actions of HUAC and/or Senator McCarthy?</td>
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<td>● How did mass media play a role in the rise and the fall of Joseph McCarthy?</td>
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<td>● What parallels from the McCarthyism era do you see in our world today?</td>
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<td>● Describe 1-2 examples how your understanding about Americans’ fears of communism have change throughout this week</td>
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# Lesson Outline for General Education

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<tr>
<th>Lesson Part</th>
<th>Activity description/Teacher does</th>
<th>Students do</th>
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</table>

## Title
What are we *really* afraid of? *(Lesson 5)*

### Standard
4.3.1 Analyzes differing interpretations of events in U.S. history

CSS.ELA-LITERACY.SL.11-12.4
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Social Studies 5.4 Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

### Central Focus (CF)
Identify reasons for fearing Communism and determine who started the Cold War, the United States or the Soviet Union.

### Academic Language
**Function:** identify, determine  
**Demand:** describe, design, create, present, explain, persuade  
**Vocabulary:** Communism, HUAC, Committee for First Amendment, 
**Syntax:** Venn Diagram, Laptop for research, propaganda poster, PPT guided notes  
**Discourse:** explain, discuss, present

### Learning Target (LT)
With a group of three of my classmates, I will contribute to the design, creation and presentation of a propaganda poster that reflects the ultimate fear of our chosen group (i.e. HUAC or CFFA).

I will be able to explain (orally or written) the imagery we chose, persuasion techniques and intended audience for our propaganda poster.

### Instruction (e.g. inquiry, preview, review, etc.)
Teacher prompts the class aloud: “As a quick review, who can tell me our definition for *propaganda* from our WWI unit?” *[informal assessment 5.1]*

Teacher fills in any gaps on the previously established classroom definition: *‘information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view. Intended to manipulate and change a person’s mind and/or action.’*

Teacher begins with recap of last week: “As we explored last week, fear and hysteria can grip the imagination and confirm our worst suspicions. We saw how HUAC and McCarthy were determined to root out Communist sympathizers in all aspects of American life (Hollywood, State Department, Military). And we saw those who pushed back like Murrow, Hollywood 10, Herb Block.

You saw some anti-communist propaganda and some anti-HUAC/McCarthy propaganda.

Students answers aloud *[student discourse, informal assessment 5.1]*

Students listen to recap and offers any questions, input on details, definitions or clarification that teacher misses
Today we are going to choose a side (randomly) in this American Communism debate.

Imagine it is January 1955, McCarthy has been censured and is no longer the face of Anti-Communism. It is your chance to make your mark and ensure that people understand what or who they should be afraid of. You and your group will create a piece of propaganda that answers this question: “What is it that Americans really have to fear?”

Groups you will send one representative from your group up to draw card. There are 8 cards for the eight groups, 4 black and 4 red. If you draw a red card then you can choose to be an overt or implicit communist sympathizer, a member of the Hollywood Committee for the 1st Amendment (CFFA) or someone like Herb Block - the Washington Post cartoonist who had been outspoken against HUAC and McCarthy.

If you draw a black card then you are member of the House UnAmerican Activities Committee (HUAC) whose mission is to root out any forces that would seek to undermine the stability of American democracy and political stability.

You and your teammates will have 35 minutes to design either a PSA/propaganda poster to convey what is your ultimate fear regarding Communism and American life what to you want the American public to know about Communism?”

You will then choose one representative to come up and present your poster to class and answer the questions I will provide to you as I circulate.

The teacher circulates and checks in with each specific group asking: “If you are a member of HUAC, what is your ultimate fear about Communism and what do you want to communicate to American public?”

AND

“If you are member of the Committee for the 1st Amendment, what is your fear and what do you want to communicate to the American public?” [informal assessment 5.2]

Students discuss with teacher and ask any clarifying questions [Student voice, student discourse]

Teacher circles the room as students work together to design posters. Teacher brings a hard copy of the following questions and asks them to be ready to present

“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?”

Teacher gives a reminder with 5 minutes remaining and says that aesthetic points will not be awarded instead it is about the clarity of the political message and that it is manipulative.

Students finish up last minute additions to the posters.
**Closure Assessment of Student Voice**

Teacher allots 2.5 minutes per group representative to come to the front of the room, project their group’s poster on the document camera and answer the clarifying questions addressing their group’s fear, intended audience and persuasion techniques. **[Student voice, formal performance assessment 5.3, language demand]**

Teacher asks clarifying questions about imagery, metaphor and persuasion techniques employed in the creation of the poster. Teacher asks students to explain who their primary audience is for their propaganda and considering the media of the 1950s asks them to consider the best ways to spread their propaganda.

Teacher asks students to take the remaining time in the class period and complete the reflection questions on the back of the poster project prompt. Teacher asks students to consider their learning and how it is grown throughout the past five class periods. What lingering questions or confusion do they have about the fears of Communism or what forces, actors, issues propelled the Cold War. **[Formal self-assessment 5.4, student voice]**

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**Formal Assessment or Postassessment (Sequence end)**

Next class period the teacher will pass out the project outline for the culminating, performance assessment for the Cold War & Communism lesson segment. THERE will be NO test for this unit. We'll have a Quizlet for vocab terms on Friday and instead we will have a performance assessment or part 2 of our ongoing podcast project.

**Extension Activity: Unit Performance & Formal Post-Assessment:**
Part 2 of the spring semester History Moment Podcast Series (for context: part 1 explored an issue or biography of America in the Roaring 20s which students turned in on Friday March 2, 2018. There will be 4 total podcasts across the spring semester).

The era for part 2 is Cold War America in the 1950s. The teacher offers students the choice of working solo or working with a partner to create a 2-3 minute podcast with the content options: #1: a person/biography (e.g. Hollywood 10 or HUAC member) OR #2: choose an example of American popular culture from the 1950s and analyze it for its communist and anti-communist overtones or subtext.

In addition to the audio file students are required to submit an annotated MLA bibliography with a minimum of three sources and a 3/4 - 1 page double-spaced script that they will read/perform for the podcast.

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Student groups will send one or two representatives from their group to the document camera at the front of the classroom to share out **[formal performance assessment 5.3, language demand]**

Students write and reflect independently on group presentations and consider how their learning has been shaped across the lesson segment **[formal self-assessment 5.4, student voice]**

Students choose to go solo (as with part 1 of the podcast series) or choose one partner.

Students will decide their partner and topic over the next five days and will report back to teacher Wednesday March 21, 2018.