1a. Central focus of the segment

[The central focus in this five-lesson segment is: Identify reasons for fearing Communism and determine who started the Cold War, the United States or the Soviet Union. The opening activity in lesson one is a preassessment that both measures students’ prior knowledge about the concepts Cold War and Communism and also challenges students to consider any biases they might hold about the concepts based upon where they acquired their prior knowledge. This preassessment captures essential learning targets at the heart of this lesson segment. That is, it offers students the opportunity to investigate both facts and feelings surrounding Americans’ understanding of Communism during the Second Red Scare and the ways American’s beliefs and attitudes shaped the initiation and continuation of the Cold War. Furthermore, by asking students to consider where their factual understanding of these central focus concepts stems from, it simultaneously allows me to gauge student prior knowledge and also promotes student voice and self-reflection which can encourage students to be open to challenging their own prior knowledge or potential misconceptions. The central focus is aligned with 11th grade state history standard 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.” And is also aligned with 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.” During lessons one and two, students will analyze primary source speeches and letters from prominent political figures of the era to determine evidence and construct a written argument about the origin of the Cold War. In the third lesson students will participate in an activity meant to simulate the hysteria, confirmation bias and groupthink that dominated American public life throughout the Second Red Scare. This will allow for students to experience the forces of these social phenomena that shaped public perceptions and policies. In the fourth lesson students will consider the roles that Senator Joseph McCarthy and the House Un-American Activities Committee (HUAC) played in both fighting and furthering Communism in America. And finally, during the fifth lesson, in groups, students will create a piece of propaganda art which will demonstrate their understanding of the central focus and convey a thesis about what fears, both real and imagined, Americans faced throughout the Second Red Scare.]

1b. Linking skills, knowledge, and arguments

[In lesson one the state history standard 4.2.1 tasks students to determine causal factors that have shaped major events and consequences in US history. This standard supports lesson one’s learning target which asks student to interpret facts and concepts from two primary sources documents (Churchill’s Iron Curtain speech & Truman Doctrine speech) and using evidence, compose a hypothesis about whether the US or USSR caused the Cold War. Lesson one’s concluding activity is the first formal assessment during the lesson segment that measures students’ understanding of the central focus. Throughout lesson two the learning target challenges students to consider two new primary source documents (Novikov telegram and Wallace letter) as evidence in order to: 1) further support their argument from lesson one; or 2) to compose a new and contrasting thesis paragraph incorporating new evidence to answer the central focus question. This learning target aligns with the lesson two’s CCSS.ELA.Literacy.RH.11-12.1. standard which aims for students to demonstrate insights]
gained regarding a central question or text by incorporating new evidence from a primary source. In Lesson 3 both the history and CCSS standards complement the learning target because students work as groups during the activity to build the house of cards and again at the conclusion to discuss and determine how big ideas, concepts and specific social studies phenomena (i.e. hysteria, groupthink, confirmation bias) shaped American perceptions during the Second Red Scare. Throughout lesson 4 the history standard tasks students to understand how individuals and movements have shaped the US which parallels the learning target’s task for students to explain role that mass media played in the prominence and downfall of Joseph McCarthy. Finally, lesson 5 the social studies standard 5.4 asks students to support a thesis and present a product which is evidenced by the creation and presentation of the propaganda poster. The propaganda poster is the learning target for the lesson and also the culminating performance, formal assessment of the lesson segment.]

1c. Explaining how lessons build and link to other skills

Fact and concept work is essential from the beginning of lesson one as the whole class begins with a preassessment to determine the prior knowledge of Communism and the Cold War and to consider the reliability of their sources. Students analyzing their sources and considering how they know what to believe establishes a baseline for the doubt and paranoia that are central emotional and intellectual themes throughout the lesson segment. During lesson 1, the preassessment segues into the whole group using a vocabulary syntax, Venn Diagram to create baseline definitions and characteristics of Communism, Capitalism and Socialism. This is a useful historical syntax that students will return to as a recurrent resource throughout the segment. Additionally, during lesson one students complete a close read of two primary sources to analyze and find evidence to support a written argument that answers the central focus question. During lesson two students will read and analyze two competing sources that will complicate their understanding and hypothesis from the previous day. Students will then incorporate the new knowledge and compose a longer form, formal thesis paragraph that is a synthesis of lessons one and two’s interpretation and analysis which results in a written argument with carefully selected evidence. Inquiry also plays a key role throughout lesson segment by offering contentious and enduring historical questions to prompt and guide student curiosity throughout. In lesson one and two an example is: ‘what is Communism and why do Americans fear it? Examples in lessons three and four are: ‘how do confirmation bias and groupthink offer explanations to McCarthy’s tactics and how he was perceived? And where do you see these psychological phenomena in the world today?’ These are big questions with social, historical and psychological significance which can excite and further student learning through engagement of the mind and heart simultaneously. In lesson three, the House of Cards activity offers students the chance to learn experientially and simulate the emotional realities of Americans during the Second Red Scare. This shift in both instruction and student practice modalities can enhance student learning through a process that brain researcher and developmental molecular biologist John Medina calls “elaborate rehearsal.” In his book Brain Rules Medina contends that students moving their bodies and working together coupled with a unique experience and an activity filled with potential for emotional responses, allows students’ brains to form deeper, indelible memories because of the experience and concepts therein. Students will unwittingly participate in this activity which allows them to authentically experience groupthink, confirmation bias and hysteria. Students will be tasked to make inferences and parallels to the fear of Communism during the Second Red Scare and apply the social psychological phenomena that shape group behavior to that era and to relevant examples from today. The fourth lesson changes the pace and offers conventional lecture and discussion as the primary mode of instruction and student discourse – both oral and written. Lesson four prioritizes facts and concepts through the narrative of key figures of the era. Students have the opportunity to apply concepts of hysteria, groupthink and confirmation bias and use these to explain and the actions and segments of HUAC and McCarthy - evident in both the opening and closing exercises of lesson four. Additionally, students will use evidence from the lecture and discussion to write a paragraph explaining the role of mass media in both McCarthy’s rise and fall. The
fifth lesson is the culminating assessment for the segment - a group propaganda poster and presentation. The poster offers the opportunities both visual and oral formal assessments which incorporate student understanding of the facts and concepts throughout the segment. This concluding lesson offers the chance for students to demonstrate understanding of the central focus through the visual and graphic argument in their propaganda poster as well as the oral formal assessment of the presenters’ effective speaking and listening skills in presentation to the class and responding to the teacher’s questions. By choosing either HUAC or the Committee for the First Amendment, student groups work to create a propaganda poster from the era that represents the needs and concerns of their perspective and ultimately answer the question: What do Americans really have to fear? This question furthers the inquiry for the segment and connects back to the central focus - an exploration of Communism and how Americans’ fears manifest and contributed to the Cold War.

1d. Opportunities to express learning targets (Washington State only).

[Student volunteers will read daily learning targets aloud at the beginning of each lesson. The learning targets will be copied from the lesson plans on the first slide of the day’s PowerPoint and projected on the screen at the front of the classroom. Lessons 1, 2, 3 & 4 conclude with an informal written self-assessments and reflections to gauge student voice and a demonstrate understanding the learning target(s). Additionally, there are multiple opportunities throughout each class period for the teacher to check for student understanding of the learning targets. One example is in lesson 3 where the teacher circles around the room and listening to students discussing the house of cards activity and what connections students made from the activity to the Second Red Scare. The teacher can then address any misconceptions in the small groups or applaud any cogent connections to the whole group before introducing the new vocabulary (hysteria, confirmation bias, groupthink) as possible explanations. Additionally, an effective strategy for students to demonstrate understanding of the learning target comes at the end of the lesson 3 as students apply the new definitions of the social psychological concepts groupthink, hysteria and confirmation to the activity and their experience in the building the house of cards. Furthermore, as students research examples of those three concepts for homework, ahead of lesson 4, they practice the new vocabulary terms first with their personal experience, secondly with relevant contemporary examples and then third they will apply the concepts throughout the McCarthy and Red Scare lecture and discussion in lesson four. These are 3 different strategies across two lessons for students to define, apply and practice these three complex new vocabulary concepts. In addition to these written assessment at the conclusions of the lessons, there are student reflection questions that promote student voice and allow students to consider and assess their own learning. For example, at the end of lesson 2, closing reflection 2.4 ask student to describe how their perceptions about the Cold War and Communism have changed throughout the past two days. It also includes space for students to ask any questions or write down ideas or concepts they find confusing.].

2a. Summary of students’ prior knowledge

[My students’ prior knowledge of Communism and Cold War primarily comes from their 10th grade World History 4 course. I met with the social studies department chair as well as their teacher from the course last year to ascertain specific tasks or project work that may provide a tether to students’ prior knowledge ahead of lesson one’s opening activity defining communism. One such project I learned about was an interview that students conducted with a relative to determine if their relative (who lived through the Cold War) exhibited a traditionalist or revisionist perspective on the Cold War. This will be an incredibly useful referent for accessing students’ prior knowledge and is additionally relevant considering that project parallels the question of who started the Cold War (i.e. my lesson segment’s central focus). Moreover, it considers an ongoing theme of historical analysis and consideration throughout this course that is, how has the interpretation of historical
events changed over time. My students are strong writers and readers. They are familiar with the Stanford History Education Group’s (SHEG) materials, primary source analysis, close reading question stems and synthesis and argumentation writing. As such, these materials, expectations and collaborative reading and analysis strategies will be familiar and easy to incorporate. Moreover, guided notes and interactive discussion during lecture with a PowerPoint (lesson four) is a familiar instructional strategy and one that I have found engaging and effective, if not used too frequently. My students are logical thinkers and writers. They demonstrated their strength in historical thesis and evidence writing as they worked on their National History Day projects throughout the late fall and early winter months — at the beginning of my internship. They are however, not a very talkative group and have demonstrated some reticence about speaking up and/or sharing out with the whole group unless they are certain they have a correct answer. Considering that, I am eager to see how they react to the emotional experiential learning of the house of cards activity in lesson 3 and how effectively they will be able to incorporate their emotional learning with the facts of concepts of lessons 1 and 2 to form complete understandings about how Communism shaped American culture during the Second Red Scare and since. I have numerous students who are creative visual artists and coupled with the fact that students sit in four-person quads every day in class, I imagine that lesson 5, the propaganda poster, will be an effective collaborative and creative effort to engage students and demonstrate understanding of the central focus. My 3 students with 504 plans, who are also my three struggling readers in this class, will receive truncated versions of the primary source documents during lessons 1 and 2. This will afford these students adequate time to get through the materials and prepare for their written hypothesis (lesson one) and longer thesis (lesson 2). Additionally, as these students begin to craft their paragraph thesis (lesson 2) I will come around to their desks for a check in and discussion of their argument and ask them to explain to me aloud how their evidence warrants their claim. I will offer any help for refining their claim and allow for extra writing time should they need it. These students will also have the option of orally presenting their thesis paragraph should they feel overwhelmed and/or run out of time.

2b. Summary of student assets

[I know that my students are incredibly active and involved in the school community both academically and in extracurricular activities. In this group, 19 of the 30 students are in AP Language Arts, 17 of the 30 students take at least two AP courses and 21 of the 30 students are involved in spring sports teams. I know that 8 of the students are involved in music and drama and 3 students are members of STAR club (Students and Teachers Against Racism) and 2 students are also members of the Young Socialists club. Additionally, 28 of 30 students in this group come from multi-generational American families which I believe could impact their perceptions of Communism. Also, the majority of the students come from affluent, multigenerational, white American families which means that they could be pre-disposed to ideas at home that are possibly opposed to Communism. However, I think it is just as likely, considering the overwhelming regional liberal politics of this area, that these students have grown up around adults who may have influenced them to understand the ideology of Communism with more nuance than outright fear. As such, I anticipate having students with an array of prior knowledge and personal ideologies and feelings about Communism which will absolutely come into play and influence their understanding across the segment.]

3a. Selecting learning activities based on prior knowledge and other assets

[In the 2.5 months since I have taken over planning and instruction in my cooperating teacher’s classroom, I have gotten the most positive feedback from students about activities that involve student discourse (i.e. speaking, writing and discussing with one another). Many students have sought me out to tell me about activities they have enjoyed and what they like about my style and teaching methods. Additionally, it has been helpful for me to begin each new segment with some kind of preassessment to evaluate and consider]
students’ prior knowledge and what experiences students have had in other history courses. These are most often informal assessments in the form of a written discourse as an entry task with some additional small group and whole group oral discourse. Many of my students’ prior knowledge and interest is an essential asset to our success. As we move chronologically through the US history sequence many student researched topics, issues, and eras for their National History Day projects (in November) that were ahead of the course timeline. As such, these students can become experts to help me and their peers. For example, I have one student who researched the tension between McCarthy and Truman and Eisenhower who I can call on for details and framing of the relationship the consequences on the Second Red Scare throughout the lesson four lecture. Another student who researched the Lavender Scare for her NHD project will be an asset to explain to her classmates the details of McCarthy’s investigation of homosexual State Department and the conflation of gay and Communist. Additionally, I have spoken with three of my students who shared with me their preference for interactive and role-playing activities to be up out of their seats and moving. These strategies are consistent with John Dewey’s findings that experience learning through inquiry activities both pique student engagement and also create effective and memorable instruction. Dewey’s influence shows up in my creation of activities that have authentic assessment and practical, personal implications – like lesson 3’s house of cards activity. My students have also said they are consistently excited about the opportunities for group social discussion and debates like our structured academic controversies, mock trials and Socratic Seminars. The efficacy of such instructional strategies can be found in Lev Vygotsky’s research on socio-cultural learning which he contended were essential and natural for our learning and development as social, communal creatures. As such, I have been working to find and incorporate opportunities like these between 2-3 times each segment and have found that such activities drive understanding and promote engagement. I notice the fewest students off task and have the best turn-in rates for classwork on those days. The opportunities to be social and interact with their peers around new materials drives student engagement and makes me more inclined to create lessons that offer space to interact, discuss, debate and make connections from the past to present. I incorporated my students’ preferences and these established pedagogical practices as I developed this Cold War and Communism lesson segment. I was influenced by Judith L. Pace’s ideas in the Charged Classroom to inform the challenging orally discourse throughout the lesson segment. I wanted the big guiding inquiry questions to be challenging ones (e.g. What really is Communism about? Why did/do Americans fear it? What/who perpetuated the Cold War?). I wanted questions that might cause students to reconsider previous held beliefs or truths about Communism and evaluate the veracity of their sources and their “truth.” I believe that this kind of challenging inquiry learning can get students talking with each other and building new meaning together around complicated history and issues that are still debated and relevant today.

3b. Tools and/or strategies to support progress

[As I considered my students’ preferences and prior academic successes they led to me decide to spread the primary source document analysis and thesis writing across two lessons for two reasons. First, I want to be able to ensure that students have time to work together to get read and consider the documents and that the jigsaw reading and analysis activity of the primary sources allows for enough time for meaningful and thorough discussion. I have noticed in the past that when students rush through a jigsaw document analysis they will just show their peers their work instead of actually explaining and teaching their work. Secondly, by building this activity out across two lessons it allows for me to build in other supportive elements like the Venn Diagram to structure the Communism and Capitalism comparison and also use the historical syntax Cold War Timeline in lesson one to incorporate a mini-lecture and orient everyone’s learning around same set of events, key figures and dates. The House of Cards Activity will offer a social work environment for students. As John Medina notes in his book Brain Rules, in addition to multiple repetitions of new facts and concepts, the best way to ensure that new information transfers from working memory to long-term memory is through elaborative rehearsal. The opportunities to investigate, experience and perform are often the ways that
students can most elaborately engage in that long-term memory forming. I believe that for years to come students will associate the McCarthy hearings and Red Scare hysteria with their own feelings around groupthink and confirmation bias and finding their classmates “guilty” during this fun experiential role play. Moreover, the opportunity for synthesis and the application of the new concepts confirmation bias, groupthink and hysteria to present-day examples that students will research provides another opportunity for them to expand their schemata and connect their understanding of the Second Red Scare with contemporary American political life.]

3c. Selecting learning activities for the whole-class and individuals

[The Venn Diagram as a language support and syntax in lesson one offers an effective visual comparison between three social studies concepts that students might only be broadly familiar with (i.e. Capitalism, Communism and Socialism). Students can sort and visualize their new knowledge and return to the diagram throughout the lesson segment as a reference. This planned support is an effective tool for my students with 504 plans especially because it does not involve extensive amounts of writing or reading and will include applied examples of each concept instead of a lengthy definition. An additional planned support for my 504 readers during lessons one and two is the use of truncated primary source documents. These supports will ensure that these readers will be able to participate in the group discussions and select evidence for their thesis writing (lessons 1 and 2). The whole class house of cards activity lesson three is appropriate for the whole group to get students out of their seats moving around and working with different peers than they otherwise would in their table groups. The activity itself is an appropriately challenging technical task (i.e. building a house of cards) while psychologically students attempt to determine the Communist conspirator in their group. Following the activity, the reflection questions, guided notes and psychological phenomena definitions are investigated through oral and written discourse back in their original table groups. Lastly, the propaganda poster project is the culminating activity of this lesson segment and allows for students to collaborate, per their previous requests, and to create something atypical from their usual group work in a history class. This assessment employs their creativity, visual art and public speaking to demonstrate that they understand the needs of their ideological side, have an answer to the central focus and simultaneously challenges them to create something that is politically provocative, culturally incisive and possibly even relevant today.]

3d. Key misconceptions

[Students may say: “Communism means authoritarian rule.” I will ask the student to explain the evidence of their statement. We may recall and discuss examples of USSR, China and North Korea which confirm the student’s assertion. I will also share that Karl Marx’s ideal communist state would have safe guards in place to remove managers of the state who became corrupt or autocratic. Another misconception of Communism might be “Communism means everyone is the same and there is no individuality.” I would offer descriptions of Marx’s vision that individuals could in theory be more free and flexible within a Communist state and be able to break out of the duality of worker and consumer within the Capitalist framework.]

4a. Identifying the language function

[Describe. I want students to be able to describe how their feelings throughout the House of Cards activity can be explained using the new social studies phenomena and vocabulary words. I anticipate that students will feel frustrated and misled by the activity and even feel angry that I misled them. I am eager to see the student who make the connections of the hysteria, confirmation bias and groupthink of the Second Red Scare to the simulation and their personal experience of the activity.]
4b. Learning activities enabling practice with the language function

[Lesson 3 concluding activity: students describe how their feelings and experience with the house of cards activity could be explained by applying the concepts: hysteria, confirmation bias, and groupthink. Also, students are challenged to make inferences about how the activity relates to the Second Red Scare.]

4c. Additional language demands

[Students vocabulary syntax within lesson three reflection questions includes the definitions for the concepts: hysteria, confirmation bias and groupthink. These definitions are included within the guided notes. Below the definitions are two reflection questions that prompt individual student written discourse as well as table group oral discourse. Additionally, we will discuss and apply these concepts to student examples from the activity as a whole group discourse following the independent and table group reflections.]

4d. Supporting language use

[The language supports that are effective for students to describe and apply these new vocabulary concepts (hysteria, confirmation bias, groupthink) come at the end of lesson 3 and continue through the homework assignment and into lesson 4. The language syntax which includes definitions on the lesson 3 student handout. Students read the definitions aloud in their table groups following the House of Cards activity and then have oral discourse to discuss the concepts and determine the connection and application to their own experience through the activity. This planned support provides deeper understanding as students do a think aloud and explain to each other their experiences of activity through the lenses of these new vocabulary terms. The language function is further enhanced as students are tasked with homework to additionally describe where they see these three psychological phenomena showing up in the world today. These examples will be a part of table group oral discourse at the beginning of lesson 4 and will also include a whole class oral discourse. I will aim to connect student generated homework examples with mass media examples of the eras (then and now) to tie in the role that mass media play in perpetuating these social phenomena. Another opportunity for students to describe and apply these new vocabulary terms will be throughout the lecture on McCarthy and Second Red Scare, lesson 4. Throughout lessons 3 and 4 there are multiple language supports and opportunities for students individually, in small groups and whole class to describe and apply hysteria, confirmation bias and groupthink to demonstrate understanding and connection to the Second Red Scare and the spread and fear of communism (the central focus).]

5a. Assessing student learning

[Each lesson throughout the segment includes at least 3 formal or informal assessments. Some of them, like the closing reflection in lesson one, for example, (student handout 1.5) ask students to write evidence or factual recall of details from the lesson. Others, like lesson 3 question 6 on the student handout require higher order interpretation and application of new concepts and vocabulary to explain both the student’s experience in the activity and provide a lens for evaluating American behavior during the Second Red Scare. The lesson one begins (1.1) with a formal preassessment to determine student’s prior knowledge of both Communism and the Cold War and a further metacognitive reflection asking them to consider the credibility and veracity of their sources on the topics. This assessment prepares students to challenge previous sources and will possibly put some students on edge and create an ideal environment of “how do I know what to believe?” I believe this can facilitate the emotional and experiential learning about uncertainty and paranoia, an essential aspect of the Second Red Scare. Lessons 1, 2, 3 and 4 each conclude with a written informal assessment as well as]
student-voice reflection questions. Students demonstrate their understanding of the days learning target(s) and also consider how their thinking has shifted and/or what questions still remain. At the end of lesson 1, students will have read and analyzed two primary source documents and composed a short hypothesis answering the central focus question (i.e. who is responsible for starting the Cold War?). This task challenges student to craft an argument supported by evidence about a contentious historical question that does not have one correct answer. This requires analysis of primary source documents, selecting evidence that warrants their claim and also challenges students to determine relevant facts and concepts of the era. Throughout lesson 2 students will analyze and interpret two new primary source documents both of which support a different conclusion from lesson 1’s documents. Students will work collaboratively as table groups and consider their peers’ analyses of the documents before formulating and written a thesis paragraph – an argument that answers the central focus. In lesson three students will gain insight to the social studies phenomena hysteria, confirmation bias and groupthink through the team work house of cards simulation which will create an environment of uncertainty and paranoia. Based upon their experience, students will demonstrate their understanding by applying the vocabulary terms and using them as a lens to better explain the activity and to further parallel the individual American experience during the Second Red Scare. At the start of lesson four a planned oral informal assessment has students sharing out relevant contemporary examples of these three new vocabulary terms. I will circulate and listen for relevant examples connected to political issues and social media today. Then I will call on those students to share out with the whole group before the lecture and frame our thinking about the Second Red Scare and McCarthy. Lesson five concludes the segment with an oral assessment and submission of the performance assessment, the group propaganda poster. Students will be challenged to work collaboratively, fuse visual art with a rhetorical and politically persuasive text and images in order to demonstrate their understanding of the position they chose (either HUAC or Committee for First Amendment) and to use hyperbole, hysteria, confirmation bias and/or groupthink to demonstrate the fears of Americans during Second Red Scare and address the central focus.

5b. Adapting lessons

[My three students with 504 plans are also my three struggling readers in this class, will receive truncated versions of the primary source documents during lessons 1 and 2. This will afford these students adequate time to get through the materials and prepare for their written thesis – the formal assessment at the end of lesson two. Additionally, as these students begin to craft their written theses during lessons 1 and 2, I will come around to their desks for a check in and discussion of their argument and ask them to explain to me aloud how their evidence warrants their claim. I will offer any help for refining their claim and allow for extra writing time should they need it. These students will also be given the option to read and write at the back table computer station should the need a quieter work environment. Considering the limited writing time, should any of these students need to stay after class or come back after school, such accommodations will be made. I am also willing to accept oral thesis statements submitted as an alternative to the written paragraph assessment at the end of lesson 2. The other assessments are short form writing and collaborative group work which have proven to be effective strategies of measuring these students’ performance during previous lesson segments.]

5c. Tools and strategies to reflect on learning

[Throughout the table group reading and hypothesis writing in lesson one, I will circulate and check in with students randomly to have them explain to me orally what they are reading, the significance of the historical figures (Churchill and Truman) and to show me what evidence from the documents supports their hypothesis about who started the Cold War. If a student is off base we can return to the text and have her/him explain the warrant (i.e. connecting evidence to their claim). Another example of a strategy for teacher and students
identifying progress related to the learning target comes at the end of lesson 1. The student voice written reflection questions (student handout 1.5) asks students to consider their confidence in that moment in their ability to explain two key differences between Communism and Capitalism to a family member and to rate their confidence using the familiar “Fist to 5” technique. In addition to writing this reflection, I will ask this prompt aloud to the whole group with 2 minutes remaining and call on one or two of the students who raise 4 or 5 and ask them to share out with the whole class. I can visually assess the number of students holding 3s and lower to determine what kind of a reteach I may need to do at the start of lesson 2. Another example of strategies used throughout the segment to improve the cycle of feedback and students’ awareness of their own progress comes at the end of lesson 2. After analyzing and considering all four primary source documents, students will each craft their own thesis paragraph. Each student will use direct evidence from one or more of the documents to demonstrate their understanding of the central focus question (i.e. if USA or USSR was primarily responsible for the start of the Cold War). One strategy they will use is oral discourse, amongst table groups, to consider how primary source documents 3 & 4 (read during lesson two) may have altered or challenged their hypotheses from lesson one. Students will have a chance to collaborate in table groups and share critical evidence with each other before crafting their individual thesis paragraph. I will also circulate throughout lesson 2 as it is almost entirely an independent work day. I will check in with table groups and offer guiding questions to check on student progress and interpretation of the primary source documents. During lesson 3 students will use oral and written discourse to apply confirmation bias, hysteria and groupthink to their own experience during the activity and make inferences about how those concepts shaped Americans throughout the Second Red Scare. Students will research contemporary examples for their homework assignment that night to further practice their understanding and application of the new vocabulary. Students will assess their progress and understanding of those terms through oral discourse as they share out their examples during the entry task at the beginning of lesson 4. Additionally, students will be assessed throughout the interactive lecture to apply those three vocabulary concepts to people or behaviors throughout lesson 4. Finally, during lesson five students will collaborate together and self-assess knowledge of the ideological position of either HUAC or Committee for First Amendment and create visual representations of those political beliefs. Students will receive oral feedback from me as they present out their posters and will be asked questions to explain imagery, rhetorical strategies and explain how their group’s posters conveys the fear, both real and imagined, of Americans during the Second Red Scare.]

Citations of Source Materials

