

Introduction

The Georgia Historical Society is excited to offer “*And That’s the Way It Is: Television and the Cold War*” inquiry kit. This inquiry-based resource includes activities designed to meet the Georgia Standards of Excellence for fifth grade U.S. history. Based on the Inquiry Design Model from C3 Teachers, this resource explores primary sources and utilizes relevant strategies to investigate the Cold War era of the late 20th Century in Georgia and the United States by focusing on the rise of mass media and its relationship to the Cold War including events such as the Vietnam War, the Space Race, and the Civil Rights Movement.

The contents of the Inquiry Kit are a series of inquiry-based strategies and activities designed to help teachers guide students to explore a curated set of primary sources. The inquiry format is based on the [Inquiry Design Model](#) (IDM) from the [C3 Framework for the Social Studies](#).

The inquiry element emphasized in the C3 Framework is centered on asking a compelling question. Compelling questions are meant to address issues found across the social studies disciplines. They engage students by evoking their interests and highlighting the content with which students might have little experience. For example, the compelling question in the “*And That’s the Way It Is: Television and the Cold War*” inquiry kit “How was the Cold War shaped by television?”

The compelling question is open-ended and is meant to engage students in critical thinking and creativity. It challenges students to examine the focus-of-study, the Cold War, through a multi-disciplinary lens. This means that students examine not only specific facts (like names, dates, etc.) associated with the Cold War, but the social, cultural, political, and economic conditions too.

Through the Inquiry Kit students gather evidence from primary sources to build arguments and respond to questions about how television and the rise of mass media shaped public opinion and events of the Cold War in America.

The Cold War Inquiry Kit includes instructions for teachers and students to explore four unique primary source sets each accompanied by relevant and engaging formative performance tasks or classroom strategies. Also included is a summative assessment activity for responding to the compelling question. The teacher guide provides background information for each primary source in each set as well as relevant and supporting questions.

The Cold War inquiry kit is meant to be completed as a whole over a few days or weeks, depending on available classroom time. Although completing all parts of the kit would be most beneficial, it may be useful to choose only one or two primary source sets to explore.

Parts of a C3 Inquiry:

Staging the Question: The staging the question activity introduces students to the compelling question in order to generate curiosity in the topic.

Primary Source Sets with Supporting Questions and Formative Performance Tasks

Primary Source Sets: Primary source sets are collections of primary sources related to a topic or focus of study. There can be anywhere from 5-10 primary sources in each set. The compelling and supporting questions guide each primary source set. Formative performance tasks offer strategies for exploring each set.

Supporting Questions: Supporting questions contribute knowledge and insight into understanding the compelling question. Supporting questions focus on descriptions, definitions, and processes that assist students in constructing arguments that advance the inquiry.

Formative Performance Tasks: Formative performance tasks are activities based on various classroom strategies for exploring primary sources. Each Task is designed to help students practice critical thinking skills and find the evidence needed to build an argument for the summative task. These tasks are built around the supporting questions and are intended to grow in sophistication across the across the inquiry. The performance tasks threaded throughout the inquiry provide teachers multiple opportunities to evaluate what students know.

Summative Assessment: Building an argument to respond to the Compelling Question: Each inquiry ends with students constructing an argument (e.g., detailed outline, drawing, essay) that addresses the compelling question using specific claims and relevant evidence from sources while acknowledging competing views.

What to expect

Students will engage in each task, gathering evidence to respond to the compelling question beginning with the staging the question activity.

Students will explore the primary source sets via the suggested formative performance tasks to answer each supporting question. Teachers may assess student knowledge after each formative performance task and student responses to the supporting questions.

Students will build an argument to answer the compelling question.

Structure of the Inquiry Kit

Compelling Question: How was the Cold War shaped by television?

Each part of the inquiry is meant to build upon the previous one in order for students to gather evidence and build an argument responding to the compelling question: “How was the Cold War shaped by television?” You may also choose to do activities separately depending on your time constraints and classroom needs.

Staging the Compelling Question: *The Butter Battle Book* and the Cold War: The Cold War Primary Source set and task introduces overarching themes of the Cold War to students via *The Butter Battle Book*, by Dr. Seuss

The Vietnam War and Public Opinion: The Vietnam War primary source set and formative performance task is guided by the supporting question: *How did news coverage influence or reflect public opinion toward the Vietnam War over time?*

Exploring Motives in the Space Race: The Space Race primary source set and formative performance task is guided by the supporting question: *Why was the Space Race not really about space?*

The Civil Rights Movement and the Media: The Civil Rights Movement primary source set and formative performance task is guided by the supporting question: *How were television and other media used as a tool during the Civil Rights Movement?*

Responding to the Compelling Question: Summative Assessment: Using evidence gathered during the course of the inquiry kit, students respond to the compelling question: *How was the Cold War shaped by television?*

Taking Informed Action: Fact-Checking: Engage students in practicing media literacy and assessing bias by fact-checking a recent news article and creating a report of their findings.

Georgia Standards of Excellence

Historical Understandings

SS 5th History 5: Discuss the origins and consequences of the Cold War.

SS 5th History 6: Describe the importance of key people, events, and developments between 1950-1975.

Information Processing Skills:

- compare similarities and differences
- organize items chronologically
- identify and use primary and secondary sources
- draw conclusions and make generalizations
- formulate appropriate research questions
- determine adequacy and/or relevancy of information
- check for consistency of information

Staging the Compelling Question: *The Butter Battle Book* and the Cold War

Purpose: Introduce themes, vocabulary, and major topics of the Cold War.

Overview: Students will match primary sources from the Cold War to characters in *The Butter Battle Book* by Dr. Seuss.

Standards:

SS 5th History 5: Discuss the origins and consequences of the Cold War.

SS 5th History 6: Describe the importance of key people, events, and developments between 1950-1975.

Information Processing Skills:

- draw conclusions and make generalizations

Historical Thinking Skills:

- Evaluate relevant evidence from sources

Suggested Strategy: Close-Reading and Primary Source Matching Activity

Conduct a close-reading of the following passage.

After the end of World War II in 1945, the Cold War emerged between the United States (US) and the Soviet Union (USSR). There was no direct military action between the US and the USSR during the Cold War, but the countries engaged in an arms race to build up military power and participated in proxy wars around the globe. Each nation represented different beliefs or ideologies about governing and economic practices. The competition between the two nations lasted for 45 years resulting in indirectly limiting the rival nations influence, the development of new technologies, and social and cultural changes.

Steps for close-reading strategy:

- Read the passage
- Underline/record words and phrases unfamiliar to students
- Search online to define terms unfamiliar or provide the Cold War Vocabulary document included with this resource.

- Re-read the passage with terms defined.

Read or watch [The Butter Battle Book by Dr. Seuss](#), an allegory of the Cold War. Students should write down similarities and differences of the two groups in the story, the Yooks and Zooks.

- Instruct students to write down their observations. Create a t-chart or use one similar to [this version](#) from Middle Tennessee State University and Teaching with Primary Sources.
- Instruct students to discuss or brainstorm how the characters, events, and details in *The Butter Battle Book* reminds them of what they read about the Cold War.

Match characters/symbols from *The Butter Battle Book* to primary sources representing participants and events of the Cold War. Students will match terms from the book to primary sources from the Cold War Primary Source Matching Activity.

- Utilize the [Primary Source Analysis Tool](#) from the Library of Congress to guide primary source analysis.
- Instruct students to match terms from *The Butter Battle Book* word-bank to primary sources in the Cold War Primary Matching Activity. Students should be able to cite at least one piece of evidence as to why they chose each match.
- Extension: If students cannot match the source ask them what other information they might need to figure it out. Students can conduct their own research online, discuss with classmates, or review the passage they read about the Cold War to find missing information. (This is an opportunity to practice research skills.)

Matching Activity Key:

- A. the Snick Berry Switch → Triple-Sling Jigger → Kick-A-Poo Kid → Utterly Sputter
- B. Yooks
- C. Zooks
- D. Butter Side Up
- E. Butter Side Down
- F. Big Boy Bomber
- G. The Wall

Write a response to one of more or the following questions and discuss answers as a class or in small groups.

- What issue divided the Yooks and the Zooks and what do you think about that argument?
- Does it matter what side you butter your bread, why or why not?

- Could you resolve this argument for the Yooks and Zooks?
- How could media (television, radio, news) or social media (Twitter, Facebook, Instagram) have helped or hurt the Yooks or Zooks arguments in *The Butter Battle Book*?

Background Information for Cold War Primary Sources

"He's driving me nuts - I'm on the verge of blowing my top" / Ed. Valtman '62., 1962.
<https://www.loc.gov/item/2015645656/>.

Editorial cartoon drawing shows two hairy, muscular, anthropomorphic atomic bombs labeled "U.S. A-Tests" and "Soviet Intransigence" sitting at a table on which is a ringing alarm clock and a paper waiting to be signed that is labeled "A-Test Inspection Treaty." The U.S. atomic bomb is about to blow his top waiting for the Soviet atomic bomb to sign the treaty; the Soviet Union refused to accept on-site inspections of its nuclear weapons program, which caused a delay in the signing of a nuclear test-ban treaty. (From the Library of Congress, <https://www.loc.gov/item/2015645656/>)

Perlin, Bernard, Artist. *Americans Will Always Fight for Liberty*. United States, 1943.
 Washington, D.C.: Office of War Information. <https://www.loc.gov/item/93500970/>.

An American propaganda poster from World War II showing U.S. soldiers from 1943 marching past members of the Continental army of 1778.

Factory workers drilling with guns in their free time in the USSR Union of Soviet Socialist Republics. Soviet Union Soviet Union, 1942. <https://www.loc.gov/item/2017872056/>.

The People's Militia was the name given to irregular troops formed from the population in Russia and later the Soviet Union. They fought behind front lines and alongside the regular army during several wars throughout its history including World War II. (From Wikipedia, https://en.wikipedia.org/wiki/Narodnoe_Opolcheniye)

West Broughton Street, Savannah Georgia. From the Foltz Photography Studio (Savannah, Ga.), photographs collection at the Georgia Historical Society, MS 1360.
<https://georgiahistory.pastperfectonline.com/photo/F645029E-6944-4503-969E-480549213147>

Broughton Street in downtown Savannah boasts many local businesses including various shops and restaurants as an example of American capitalism.

Socialist Labor Party, Sponsor/Advertiser. *Power Flows from the Industries of the Land: The Working Class Must Organize to Take the Industries*. United States. [Between 1965 and 1980] <https://www.loc.gov/item/2016649881/>

The Socialist Labor Party (SLP) is the oldest socialist political party in the United States, established in 1876. The party advocates "socialist industrial unionism," the belief in a fundamental transformation of society through the combined political and industrial action of the working class organized in industrial unions. (From Wikipedia, https://en.wikipedia.org/wiki/Socialist_Labor_Party_of_America)

This source serves as a representation of communist beliefs.

Nagasaki, Japan under atomic bomb attack / U.S. Army A.A.F. photo. Japan Nagasaki, 1945. <https://www.loc.gov/item/2002722137/>.

The photograph shows the atomic bomb mushroom cloud over Nagasaki, Japan on August 9, 1945.

Watchful Communist Border Guard Mans The Berlin Wall and Keeps a Constant Lookout for Persons Attempting to Escape from East Berlin; ca. 1964; Records of the U.S. Information Agency, Record Group 306. <https://www.docsteach.org/documents/document/watchful-communist-border-guard-mans-the-berlin-wall-and-keeps-a-constant-lookout-for-persons-attempting-to-escape-from-east-berlin>

Watchful communist border guard mans the Berlin Wall and keeps a constant lookout for persons attempting to escape from East Berlin. Thousands of these border guards watch over the 144 kilometers of concrete, steel and barbed wire separating East and West Berlin. (From DocsTeach, <https://www.docsteach.org/documents/document/watchful-communist-border-guard-mans-the-berlin-wall-and-keeps-a-constant-lookout-for-persons-attempting-to-escape-from-east-berlin>)

The Vietnam War and Public Opinion

Supporting Question: *How did news coverage influence or reflect public opinion toward the Vietnam War over time?*

Formative Performance Task: Create a timeline of the Vietnam War. Assess public opinion about the war and how it changed over time.

Standards:

SS5H5 Discuss the origins and consequences of the Cold War.

- Discuss the importance of the Cuban Missile Crisis and the Vietnam War

SS5H6 Describe the importance of key people, events, and developments between 1950-1975.

- Discuss the significance of the technologies of television and space exploration.

Information Processing Skills:

- Organize items chronologically
- Identify and use primary and secondary sources
- Draw conclusions and make generalizations
- Determine adequacy and/or relevancy of information

Historical Thinking Skills:

- Evaluate relevant evidence from sources
- Contextualization to connect historical events to the circumstances of a time and place
- Evaluate change over time
- Create an argument and support it with relevant historical evidence

Suggested Strategies: Change Over Timeline and “What makes you say that?”

Change Over Timeline: Create a timeline of the Vietnam War to review key terms and track changes in the war over time.

- Draw/create a timeline spanning 1954-1975
- Plot the following dates along the bottom of the timeline:

1954 – Proxy War between North Vietnam and South Vietnam begins

1964 – President Johnson signs the Gulf of Tonkin Resolution

1968 – US has over 500,000 troops in Vietnam
1968 – Tet Offensive
1969 – Richard Nixon becomes president of the United States
1970 – Kent State shootings
1973 – Paris Peace Accords/Ceasefire Agreement
1975 – North Vietnam wins the Vietnam War

- Provide information and context for students on the timeline events with the teacher notes below, the Cold War Vocabulary document, class discussion, or via a classroom textbook.
- Plot the sources from the Vietnam Primary Source Set on the top of the timeline. Instruct students to find the source information (who, what, where, why, how) or look for details in each photo to locate the date.

“What makes you say that?”: Analyze primary sources using the strategy [“What makes you say that?”](#) from Project Zero and the Harvard Graduate School of Education, to gather evidence to respond to the essential question, *“How did news coverage influence public opinion toward the Vietnam War over time?”*

- Look at each photograph in the Vietnam War Primary Source Set one at a time. Students should have the essential question available to help guide and target their analysis. (This could be done on a computer, smart board, or in an activity such as a Gallery Walk or Carousel.)
- Observe the details in the photograph.
- Ask students (or have them ask each other) two questions.
 1. “What’s going on in this picture?”
 2. “What do you see that makes you say that?”
- Students describe what they see and/or what they already know about the photograph. The second question asks them to explain their initial conclusions. Students can take turns responding and building their explanations using evidence-based reasoning.
- Record student responses. See the technology tip below.

Technology Tip: The strategy “What makes you say that?” can be used as a whole group, small group, pair, or individual. Students should record their discussions, thoughts, and questions. This strategy works best as a discussion where the flow of conversation is not interrupted. Consider utilizing a voice recording app, website, or tool to record student conversations.

- Plot the primary sources from the Vietnam War Primary Source Set on the top of the Change Over Timeline. See the source information or look for details in the source to find the correct date for each source.
- Compare and corroborate the events of the Vietnam War plotted on the bottom of Change Over Timeline to the primary source photographs plotted on the top.
- Study the completed timeline.
- Continue practicing the “What makes you say that?” strategy.
- Guide student analysis by asking them to look for connections, patterns, or discrepancies in what was happening at home and abroad during the war. Are there any patterns students can see or changes over time?
- Ask students to consider the essential question, “*How did news coverage influence public opinion toward the Vietnam War over time?*” Based on their discussions, recordings, or notes students should respond to the essential question. Make sure students cite evidence in their response by asking them “What makes you say that?”

Assessment: Evaluate student responses to the essential question “*How did news coverage influence public opinion toward the Vietnam War over time?*” Students should cite evidence gathered during the Formative Performance Tasks.

Teacher Notes for the Vietnam War Timeline:

- The Vietnam War was a “proxy war” between North Vietnam backed by pro-communist countries such as USSR and China, and South Vietnam backed by pro-democracy countries such as the USA.
- The Gulf of Tonkin Resolution was created after the sinking of an American warship by North Vietnam giving President Johnson power as commander in chief, “in taking all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression.”
- By 1968 there were 500,000 American troops in Vietnam. Two-thirds of American troops volunteered, and one-third were drafted. The average age of American soldiers was 21 years old. Women, black Americans, and other minorities served during the Vietnam War.
- The Tet Offensive was a synchronized military attack coordinated by North Vietnam on 100 cities, sites, and military installations meant to suppress South Vietnamese rebellion against the North and encourage the US to reduce its military involvement. There were heavy casualties on both sides and news coverage of the attacks led to a shift in public opinion about the war in the United States. It was a turning point in the Vietnam War leading to the slow withdrawal of American troops.

- President Nixon withdrew American troops from Vietnam after the Tet Offensive but actually expanded the war by committing more monetary aid to South Vietnamese troops and attempted to expand their role in combat, a process known as “Vietnamization.”
- The Kent State shootings resulted in four students killed and nine wounded by members of the Ohio National Guard who fired gunshots into crowds of students, some protesting the Vietnam War and some walking to classes at Kent State University. The shootings impacted public opinion about the war and forced colleges and universities around the country to close. The anti-war movement was widely begun and perpetuated on college campuses and began after President Johnson expanded bombings of North Vietnam (which included civilians) after the Gulf of Tonkin Resolution.
- The Paris Peace Accords resulted in a ceasefire agreement between the United States, North Vietnam, the Viet Cong, and South Vietnam and required the US to withdraw all troops and military advisors within 60 days. The US continued to provide monetary aid and weapons to South Vietnam after the ceasefire agreement.
- North Vietnam claimed victory in the Vietnam War in 1974 after the US stopped supporting South Vietnam financially which crippled the South Vietnamese army. By 1975 North Vietnamese troops had invaded South Vietnam, uniting the North and South into one communist country called Vietnam.

Background Information for the Vietnam War

Primary Sources

President John F. Kennedy at Press Conference; 3/23/1961; Press Conference, State Department Auditorium, 6:00PM; Abbie Rowe White House Photographs; John F. Kennedy Library, Boston, MA. <https://www.docsteach.org/documents/document/jfk-laos>

This photograph shows President Kennedy standing at a lectern in the State Department auditorium in Washington, DC. A map of Laos on the left reads "Communist Rebel Areas, 22 March 1961."

The Indochinese Communist Party used land it seized in Laos to build part of the Ho Chi Minh Trail. It was a major conduit for Communist supplies and support, ensuring that Laos would remain a battlefield throughout the Vietnam War. (From DocsTeach. <https://www.docsteach.org/documents/document/jfk-laos>)

President Lyndon B. Johnson Signs "Gulf of Tonkin" Resolution; 8/10/1964; Johnson White House Photographs; Lyndon Baines Johnson Library, Austin, TX. <https://www.docsteach.org/documents/document/signing-tonkin-resolution>

This photograph shows President Johnson signing the Gulf of Tonkin Resolution in the White House East Room as Congressional leaders look on. Passage of the resolution gave President Johnson authority to expand the scope of U.S. involvement in Vietnam without a declaration of war. (From DocsTeach,

<https://www.docsteach.org/documents/document/signing-tonkin-resolution>)

Navy Nurses; 4/22/1966; General Photograph File of the U.S. Marine Corps, 1927 - 1981; Records of the U.S. Marine Corps; National Archives at College Park, College Park, MD.

<https://www.docsteach.org/documents/document/uss-repose-vietnam>

Lieutenant Commander Dorothy Ryan checks the medical chart of Marine Corporal Roy Hadaway of Calera, Alabama aboard the hospital ship USS *Repose* off South Vietnam. Miss Ryan, from Bronx, New York is one of 29 nurses aboard the hospital ship selected from 500 volunteers of the Navy Nurse Corps.

Wounded Marines who could not be returned to duty, or who required more than six days of hospital care were returned to the USA. (From DocsTeach,

<https://www.docsteach.org/documents/document/uss-repose-vietnam>)

During the Vietnam War, women served in many different roles. Many women served as nurses and physicians while others acted as air traffic controllers, communication specialists, and intelligence officers. The names of the women who died in Vietnam are included on the list of over 58,000 names on the Vietnam Veterans Memorial. (From the National Park Service, <https://www.nps.gov/thingstodo/vietnam-womens-memorial.htm>)

Walter Cronkite and a CBS Camera crew use a jeep for a dolly during an interview with the commanding officer of the 1st Battalion, 1st Marines, during the Battle of Hue City.; 2/20/1968; General Photograph File of the U.S. Marine Corps, 1927 - 1981; Records of the U.S. Marine Corps, Record Group 127; National Archives at College Park, College Park, MD. <https://www.docsteach.org/documents/document/walter-cronkite-vietnam>

In 1968 during the Vietnam War, news anchorman Walter Cronkite told the American people: "It seems now more certain than ever, that the bloody experience of Vietnam is to end in a stalemate."

The original caption for this photograph reads: Vietnam. Walter Cronkite and a CBS Camera crew use a jeep for a dolly during an interview with the commanding officer of the 1st Battalion, 1st Marines, during the Battle of Hue City. (From DocsTeach, <https://www.docsteach.org/documents/document/walter-cronkite-vietnam>)

The old and the young flee Tet offensive fighting in Hue, managing to reach the south shore of the Perfume River despite this blown bridge; 1968; Miscellaneous Vietnam Photographs,

1958 - 1974; Records of the U.S. Information Agency; National Archives at College Park, College Park, MD. <https://www.docsteach.org/documents/document/flee-tet-offensive>

On January 31, 1968, the South Vietnamese had been looking forward to Tet, a celebration of the lunar new year. They were caught off guard when 70,000 Communist troops struck more than 100 towns and cities with swift and stunning ferocity.

Most of the fighting was over in a few days, but a second wave came in late April and a third in August. The enemy suffered devastating casualties and their attempt to spark a general uprising completely failed. However, many Americans concluded the U.S. and its allies had suffered a massive defeat when a Defense Department report regarding the need for 205,000 more American troops was leaked to the *New York Times*. Americans concluded the war was stalemated and the Johnson administration had lied to them.

The original caption for this photograph reads: The old and the young flee Tet offensive fighting in Hue, managing to reach the south shore of the Perfume River despite this blown bridge. (From DocsTeach, <https://www.docsteach.org/documents/document/flee-tet-offensive>)

Draft Lottery. 1969. [12/1/69 1 December] Photograph. <https://www.loc.gov/item/2019636793/>.

On December 1st, 1969, America's first military draft lottery since World War II was held.

With the war in Vietnam as a backdrop – and the futures of some 850,000 young men (born between 1944-1950) on the line – the lottery featured a bin containing 366 capsules, one for each possible birthday.

The order in which their birthdays were drawn from the bin would determine the order in which those young men would be drafted. First chosen = First to serve.

Congressman Alexander Pernie, of New York, drew the first number: "September 14th ... 001."

Capsule by capsule, date by date, the board filled up, finally concluding with June 8th as number 366.

Statisticians soon cried foul, arguing that birthdates near the end of the year had inadvertently been clustered toward the top of the bin, making them more likely to be drawn first.

Fair or not, as events played out, only men with birthdays numbered one through 195 were ultimately called to duty. Men with the remaining 171 birthdays were home free. America ended the military draft in 1973 and has relied on voluntary enlistment ever since. But for many of the thousands who watched the drawing with bated breath, memories of that draft lottery telecast remain as vivid as ever. (From Wikipedia, [https://en.wikipedia.org/wiki/Draft_Lottery_\(1969\)](https://en.wikipedia.org/wiki/Draft_Lottery_(1969)))

Coretta Scott King holding a candle and leading a march at night to the White House as part of the Moratorium to End the War in Vietnam which took place on October 15, 1969. Washington D.C, 1969. Photograph. <https://www.loc.gov/item/2014647907/>.

The Moratorium to End the War in Vietnam was a massive demonstration and teach-in across the country in opposition to the United States involvement in the Vietnam War. It took place on October 15, 1969, followed a month later by a large Moratorium March in Washington, D.C.

Over a quarter of million people attended the Moratorium march in Washington, D.C., where they marched down Pennsylvania Avenue in the evening bearing candles led by Coretta Scott King to the White House. Scott King told the marchers that it would have delighted her assassinated husband, Martin Luther King Jr., to have seen people of all races rallying together for the cause of peace. (From Wikipedia, https://en.wikipedia.org/wiki/Moratorium_to_End_the_War_in_Vietnam#November_15,_1969,_Moratorium_March_on_Washington)

Photograph of Campus Scene during Shootings at Kent State University; 5/4/1970; The United States of America v. Lawrence Shafer, James Pierce, William Perkins, James McGee, Barry Morris, Ralph Zoller, Matthew McManus, Leon Smith (Fire Bombing and Shooting at Kent State); Records of U.S. Attorneys; National Archives at Chicago, Chicago, IL. <https://www.docsteach.org/documents/document/campus-during-kent-state-shootings>

In the midst of Vietnam War, President Nixon initiated the Cambodian campaign. With this expansion of the Vietnam War antiwar activity escalated to a national crisis when four students were shot at a protest at Kent State University in Ohio.

Students protesting the Cambodian incursion had been unruly and violent for days. The town mayor declared a state of emergency and called in the National Guard to help him reestablish order. There were over 1,300 armed troops, armored personnel carriers, mortar launchers, and helicopters on the Kent State University campus on May 4, 1970.

Ohio National Guard troops opened fire on unarmed students. In a period of 13 seconds, 67 shots were fired, wounding nine—one paralyzed for life—and killing four students. Two of the slain victims were not protesters; they were walking to class. One was a member of the ROTC (Reserve Officers Training Corps) who was planning to go

into the military.

According to a Gallup Poll, 58 percent of Americans blamed the students for the violence at Kent State. Dean Kahler, who was shot and paralyzed during the attack, opened a letter when he came out of an induced coma. It began, "Dear communist hippie radical, I hope by the time you read this, you are dead."

One response to the shootings said, "When dissent turns to violence, it invites tragedy." Others were horrified and erupted in protest. An estimated four million striking students shut down 800 campuses nationwide.

President Nixon created the President's Commission on Campus Unrest to investigate protest at schools across the country. It concluded that "the indiscriminate firing of rifles into a crowd of students and the deaths that followed were unnecessary, unwarranted and inexcusable." A federal grand jury indicted eight guardsmen, but found they were not subject to criminal prosecution because they acted in self defense. (From DocsTeach, <https://www.docsteach.org/documents/document/campus-during-kent-state-shootings>)

Young man wearing helmet with peace sign, burns his draft card at an anti-draft demonstration at the Selective Service System headquarters, F St. N.W., Washington, D.C.
Washington D.C, 1970. [19 March] Photograph. <https://www.loc.gov/item/2015647163/>.

Draft operations ran relatively smoothly before and during World War II and again during the Korean War and the 1950s. By the mid-1960s, as the United States drafted more troops for the Vietnam War and opposition to the war heightened, some men viewed the public destruction of their draft cards as an effective form of symbolic protest against both the war and the draft system that supported it.

Draft-card burning became one of the most iconic forms of protest during the war. It was a gesture made by young men who wished to buck the system but were not comfortable with more extreme measures such as going to Canada, participating in riots, or destroying induction centers. The symbolic act had legal implications, however.

Burning draft cards was *ipso facto* illegal because all eligible men were legally required to carry their draft cards with them at all times.

Furthermore, after Congress adopted the Draft Card Mutilation Act of 1965 to promote the efficient operation of the Selective Service System and preempt venues of resistance, it became a criminal offense knowingly to destroy or mutilate one's draft card. (From the Free Speech Center at Middle Tennessee State University,

<https://www.mtsu.edu/first-amendment/article/1076/draft-card-mutilation-act-of-1965>)

President Richard Nixon Announced the Preliminary Approval of "the Agreement on Ending the War and Restoring Peace in Vietnam"; 1/23/1973; Nixon White House Photographs; White House Photo Office Collection (Nixon Administration); Richard Nixon Library, Yorba Linda, CA. <https://www.docsteach.org/documents/document/agreement-ending-war-restoring-peace-vietnam>

This photograph shows President Richard Nixon announcing the preliminary approval of the "Agreement on Ending the War and Restoring Peace in Vietnam," known as the Paris Peace Accords. (From DocsTeach, <https://www.docsteach.org/documents/document/agreement-ending-war-restoring-peace-vietnam>)

Exploring Motives in the Space Race

Supporting Question: Why was the Space Race not really about space?

Formative Performance Task: Compare and contrast the motives of the Americans and Soviets in the Space Race.

Standards:

SS5H6 Describe the importance of key people, events, and developments between 1950-1975.

- Discuss the significance of the technologies of television and space exploration.

Information Processing Skills:

- compare similarities and differences
- identify and use primary and secondary sources
- draw conclusions and make generalizations

Historical Thinking Skills:

- Compare and evaluate multiple perspectives
- Contextualization to connect historical events to the circumstances of a time and place
- Create an argument and support it with relevant historical evidence

Suggested Strategy: Venn Diagram

Introduce the essential question, “*Why was the Space Race not really about space?*” to students.

Conduct a prior-knowledge activity. Check-in with students and discuss their prior knowledge regarding space or space history. What do they already know? Consider the use of the term “race.” Race implies competition.

Watch “[Space History: Reds Orbit Two Craft,](#)” (Universal Studios, 1962). Encourage students to keep the essential question in their mind while they view the video.

- Ask students to share observations from the video and offer potential responses to the essential question.

Explore the Space Race Primary Source Set to find more evidence to respond to the essential question.

- Instruct students to sort the primary sources in the Space Race Primary Source Set into two piles. One pile should be made up of sources from the American point of

view and the second pile should be made up of sources from the Soviet point of view.

Evaluate similarities and differences between the two primary source piles. Use a [Venn diagram graphic organizer from Teaching with Primary Sources – MTSU](#).

- Compare the two primary source piles by examining how the sources represent the following historical themes. Have students re-sort the two piles into the following three categories to understand how the American and Soviets point of view might have overlapped or how they differ:
 - ✓ Economic impact (trade, commerce, economic system, labor, goods and services)
 - ✓ Social impact (relationships, family, gender, race, social class)
 - ✓ Political impact (government, conflict, diplomacy, interstate relations, cultural exchange)

Assessment: Respond to the essential question “*Why was the Space Race not really about space?*” citing evidence from the primary source analysis. Students should consider what conclusions can be drawn from assessing each pile of primary sources.

Key:

American Point of View:

- *President Dwight Eisenhower giving a television speech in the White House about science and national security, next to a nose cone of an experimental missile which had been into space and back.* Washington D.C, 1957. Nov. 7. Photograph. <https://www.loc.gov/item/2012649174/>.”
- Statement prepared by the National Science Board Regarding the Russian Satellite, Eisenhower Library. 1957. <https://www.eisenhowerlibrary.gov/sites/default/files/research/online-documents/sputnik/10-1957-statement.pdf>
- “*Laika, " the Sputnik dog.* George Arents Collection, The New York Public Library. Retrieved from <http://digitalcollections.nypl.org/items/5e66b3e8-c083-d471-e040-e00a180654d7>
- *Apollo II Spacecraft Commander Neil Armstrong.* Houston Texas, 1969. [Washington, D.C.: National Aeronautics and Space Administration, April] Photograph. <https://www.loc.gov/item/2019635073/>.

Soviet Point of View:

- “GLORY! To the Soviet people, pioneers of the cosmos!” The Scott Soviet Military Collection, Special Collections Library, University of Kentucky Libraries. <https://coldwar.unc.edu/2018/07/glory-to-the-soviet-people/>
- “First Female Cosmonaut.” The Scott Soviet Military Collection, Special Collections Library, University of Kentucky Libraries. <https://coldwar.unc.edu/2018/07/first-female-cosmonaut/>
- In the Name of Peace,” Soviet space travel and support for peace.” Irakli Toidze. From the Museum of Cosmonautics, Moscow. <https://coldwar.unc.edu/2018/07/in-the-name-of-peace/>
- “Glory to the Communist Party,” Berezovsky, 1962. Communism’s triumph and space travel. From the Museum of Cosmonautics, Moscow. <https://coldwar.unc.edu/2018/07/glory-to-the-communist-party/>

Background Information for the Sources

President Dwight Eisenhower giving a television speech in the White House about science and national security, next to a nose cone of an experimental missile which had been into space and back. Washington D.C, 1957. Nov. 7. Photograph. [https://www.loc.gov/item/2012649174/.](https://www.loc.gov/item/2012649174/)”

From the President’s office on November 7, at 8 p.m., Dwight D. Eisenhower delivered a radio and television address to the American people on science and national security. In his talk Eisenhower discussed the present security posture of the United States in light of the Soviet Union’s successful launching of an earth satellite (Sputnik I) on October 4, and future problems involving American scientists and their relationship to the enlarged effort within the Federal government in the fields of science, technology, and missiles.

President Eisenhower also reported several steps he had taken to utilize the expertise of the scientific community in government programs. He mentioned first the creation of the office of Special Assistant to the President for Science and Technology. He also announced that the Department of Defense would establish a Guided Missile Director directly responsible to the Secretary of Defense to establish missile policy and prevent administrative and interservice disruptions in the missile program. The Department of Defense immediately created the Office of the Division of Guided Missiles. (United States Department of State, <https://history.nasa.gov/monograph10/onesmlbl.html>)

Statement prepared by the National Science Board Regarding the Russian Satellite, Eisenhower Library. 1957.

<https://www.eisenhowerlibrary.gov/sites/default/files/research/online-documents/sputnik/IO-1957-statement.pdf>

On Friday, October 4, 1957, a momentous event had occurred in the region of the Soviet Union known as Kazakhstan—the Soviets had launched an artificial satellite into orbit around the earth. The satellite named Sputnik, Russian for "traveling companion," transmitted beeping sounds as it followed its orbit around the globe. Rather than celebrating this scientific feat, Americans reacted with a great deal of fear. The event came at a period near the end of the McCarthy communist "witch hunts," a time when schoolchildren were involved in "Duck and Cover" air raid drills, and citizens were encouraged to build their own civil defense shelters. It was widely believed that if the Soviets could launch a satellite into space, they probably could launch nuclear missiles capable of reaching the U.S. (From the Dwight D. Eisenhower Presidential Library, <https://www.eisenhowerlibrary.gov/sites/default/files/research/online-documents/sputnik/10-1957-statement.pdf>)

"*Laika*," *the Sputnik dog*. George Arents Collection, The New York Public Library. Retrieved from <https://digitalcollections.nypl.org/items/5e66b3e8-c083-d471-e040-e00a180654d7>

Within a month of the launch of *Sputnik*, the first satellite, Soviets launched a second satellite, *Sputnik 2*. This satellite had a dog named Laika onboard to test the effects of space on a living organism. At the time, Soviets reported that they euthanized Laika after days in orbit before she ran out of oxygen. However, more recent reports revealed that the dog died within a few hours of the launch from overheating. (From the Digital Public Library of America, <https://digitalcollections.nypl.org/items/5e66b3e8-c083-d471-e040-e00a180654d7>)

Apollo II Spacecraft Commander Neil Armstrong. Houston, Texas, 1969. [Washington, D.C.: National Aeronautics and Space Administration, April] Photograph. <https://www.loc.gov/item/2019635073/>.

Apollo II Spacecraft Commander Neil Armstrong (front) and Lunar Module Pilot Edwin E. Aldrin (rear) practice lunar surface mobility at the Manned Spacecraft Center, in Houston, Texas. Armstrong has a camera attached to the chest area of the space suit. This method of attaching the camera is under study. The astronauts are in pressurized space suits. ([From the Library of Congress](#))

"GLORY! To the Soviet people, pioneers of the cosmos!" The Scott Soviet Military Collection, Special Collections Library, University of Kentucky Libraries. <https://coldwar.unc.edu/2018/07/glory-to-the-soviet-people/>

Image of cosmonaut brandishing the hammer and sickle in front of shooting red stars representing the *Vostok* space missions. (From the University of Kentucky)

The *Vostok* program was a Soviet human spaceflight project to put the first Soviet citizens into low Earth orbit and return them safely. Competing with the United

States Project Mercury, it succeeded in placing the first human into space, Yuri Gagarin, in a single orbit in *Vostok 1* on April 12, 1961. (From Wikipedia, https://en.wikipedia.org/wiki/Vostok_programme)

“First Female Cosmonaut.” The Scott Soviet Military Collection, Special Collections Library, University of Kentucky Libraries. <https://coldwar.unc.edu/2018/07/first-female-cosmonaut/>

On June 16, 1963, aboard *Vostok 6*, Soviet Cosmonaut Valentina Tereshkova becomes the first woman to travel into space. After 48 orbits and 71 hours, she returned to earth, having spent more time in space than all U.S. astronauts combined to that date. (From History.com, <https://www.history.com/this-day-in-history/first-woman-in-space>)

In the Name of Peace,” Soviet space travel and support for peace.” Irakli Toidze. From the Museum of Cosmonautics, Moscow. <https://coldwar.unc.edu/2018/07/in-the-name-of-peace/>

Space propaganda is about achievements in space science and technology that are used as propaganda. Space propaganda was used during the Cold War and is also used today.

During the Cold War, both the United States and the Soviet Union were in an ideological battle. In the course of this conflict was the demonstration that each side was superior to the other. One of the ways that both countries demonstrated this was achievements in military and technological means. Both sides used this as a form of political warfare and at times public diplomacy. (From Wikipedia, https://en.wikipedia.org/wiki/Space_propaganda)

“Glory to the Communist Party,” Berezovsky, 1962. Communism’s triumph and space travel. From the Museum of Cosmonautics, Moscow. <https://coldwar.unc.edu/2018/07/glory-to-the-communist-party/>

In contrast to the United States, the Soviet Union had no separate publicly acknowledged civilian space agency. For 35 years after Sputnik, various design bureaus—state-controlled organizations that actually conceived and developed aircraft and space systems—had great influence within the Soviet system.

Rivalry between those bureaus and their heads, who were known as chief designers, was a constant reality and posed an obstacle to a coherent Soviet space program. Space policy decisions were made by the Politburo of the Central Committee of the Communist Party as well as the Soviet government’s Council of Ministers.

After 1965 the government’s Ministry of General Machine Building was assigned responsibility for managing all Soviet space and missile programs; the Ministry of Defense was also quite influential in shaping space efforts. A separate military branch, the Strategic Missile Forces, was in charge of space launchers and strategic missiles.

Various institutes of the Soviet Academy of Sciences, particularly the Institute for Space Research (IKI), proposed and managed scientific missions. (From Britannica, <https://www.britannica.com/science/space-exploration/Soviet-Union>)

The Civil Rights Movement and the Media

Supporting Question: *How were television and other media used as a tool during the Civil Rights Movement?*

Formative Performance Task: Assess the use of media as a tool during the Civil Rights Movement by corroborating evidence in primary sources.

Standard:

SS 5th History 6: Describe the importance of key people, events, and developments between 1950-1975.

Information Processing Skills:

- formulate appropriate research questions
- determine adequacy and/or relevancy of information
- check for consistency of information

Historical Thinking Skills:

- Corroboration: Establish what is probable by comparing documents to each other. Recognize disparities between accounts.

Suggest Strategy: Question Formulation Technique

Develop research questions by utilizing the [Question Formulation Technique](#) (QFT) from the Right Question Institute (RQI).

- Introduce the essential question, “*How were television and other media used as a tool during the Civil Rights Movement?*”
- Instruct students to observe the image prompt for 2-3 minutes following the four QFT rules (see below). Ensure students consider the essential question while viewing the image.

QFT Image Prompt:



Leffler, Warren K, photographer. *African American demonstrators outside the White House, with signs "We demand the right to vote, everywhere" and signs protesting police brutality against civil rights demonstrators in Selma, Alabama / WKL. Alabama Selma Washington Washington D.C, 1965. Photograph.* <https://www.loc.gov/item/2014645538/>

- Instruct students to follow the QFT rules. Students should number each question they write down.
 - QFT Rules
 1. Ask as many questions as you can.
 2. Do not stop to discuss, judge, or answer the questions.
 3. Students record every question exactly as stated.
 4. Change any statement into a question.
- Next, instruct students to improve their questions.
 - Categorize questions as open or closed questions. According to the RQI closed-ended questions can be answered with yes, no, or with one word. Open-ended questions require an explanation and cannot be answered with yes, no, or with one word. Write a "C" next to closed questions and an "O" next to open.
 - Change one open question to closed and one closed question to open.
- Next, instruct students to prioritize and reflect on their questions.
 - Ask students to identify 1- 3 priority questions they consider to be most important. To help students refine their questions ask them to choose which questions could be answered by analyzing information from primary sources.

- Next, corroborate evidence from primary sources in the Civil Rights Movement and the Media Primary Sources Set from the Georgia Historical Society.
 - Instruct students to explore the Civil Rights Movement and the Media Primary Source Set to find answers to their priority questions.
 - Instruct students to observe visual evidence (details) and source information (who, what where, why, how) to draw conclusions from the various sources.
 - Instruct students to determine if they need more information to answer priority questions.
 - Students may conduct more research through other primary and secondary sources as needed to respond to their priority questions.
 - Answer priority questions. Share and priority questions and answers with classmates.

Assessment: Respond to the essential question.

- Instruct students to cite evidence from student research to respond to the essential question.
- Instruct students to consider how their research to answer priority questions can be used to respond to the essential question, “*How were television and other media used as a tool during the Civil Rights Movement?*”

Background Information for the Sources

Fedotov, A. (1968). “Rasistskikh ubiits — k otvetu!” Sov. Khudozhnik. Retrieved from the Library of Congress, <https://www.loc.gov/item/2017649579/>

To view this source online: <https://coldwar.unc.edu/2018/07/mlk-assassination/>

The Soviet Union used propaganda to highlight racial discrimination, financial crises, and unemployment in the United States, which were identified as failings of the capitalist system. Lynchings of African Americans were used as a form of rhetorical ammunition when the USSR was reproached for its own perceived economic and social failings.

As an example of Soviet propaganda, this poster represents an attempt to deflect criticism of the Soviet Union by referring to racial discrimination and lynching in the United States. (From Wikipedia, https://en.wikipedia.org/wiki/And_you_are_lynching_Negroes#cite_note-4)

Leffler, Warren K, photographer. *Sit-in at U.S. Capitol.*, 1965. Photograph. <https://www.loc.gov/item/2016646664/>

A sit-in is a form of action that involves one or more people occupying an area for a protest, often to promote political, social, or economic change. The protestors gather in a space or building, refusing to move unless their demands are met. Demonstrations are intended to spread awareness among the public or disrupt the goings-on of the protested organization. (From Wikipedia, <https://en.wikipedia.org/wiki/Sit-in>)

March 1965 is notable for the Selma-Montgomery March for Voting Rights.

Trikosko, Marion S, photographer. *Jackie Robinson in crowd speaking to reporters, Birmingham, Ala., 1963*. Photograph. <https://www.loc.gov/item/2016646400/>.

Jackie Robinson found his voice in politics in 1949 when the House Un-American Activities Committee had him testify in response to Paul Robeson's controversial remarks that black Americans would not fight against Russia if the US declared war with the Communist nation.

After his baseball career, Jackie Robinson became an outspoken advocate for civil rights in America. Martin Luther King, Jr. called on Robinson to assist in the rebuilding of African-American churches that had been burnt out of prejudice in Albany, Georgia. Jackie played many other roles in the civil rights movement before his death of a heart attack in 1972. (From the Georgia Historical Society, <https://georgiahistory.com/education-outreach/online-exhibits/featured-historical-figures/jackie-robinson/a-brief-biography/>)

Leffler, Warren K, photographer. *African American demonstrators outside the White House, with signs "We demand the right to vote, everywhere" and signs protesting police brutality against civil rights demonstrators in Selma, Alabama / WKL*. Alabama Selma Washington Washington D.C, 1965. Photograph. <https://www.loc.gov/item/2014645538/>

The Selma to Montgomery march was part of a series of civil rights protests that occurred in 1965 in Alabama. In March of that year, in an effort to register black voters in the South, protesters marching the 54-mile route from Selma to the state capital of Montgomery were confronted with deadly violence from local authorities and white vigilante groups. As the world watched, the protesters—under the protection of federalized National Guard troops—finally achieved their goal, walking around the clock for three days to reach Montgomery, Alabama. The historic march, and Martin Luther King, Jr.'s participation in it, raised awareness of the difficulties faced by black voters, and the need for a national Voting Rights Act. (From History.com, <https://www.history.com/topics/black-history/selma-montgomery-march>)

Photograph of President Lyndon Johnson Signs the Voting Rights Act as Martin Luther King, Jr., with Other Civil Rights Leaders in the Capitol Rotunda, Washington, DC; 8/6/1965; Johnson White House Photographs, White House Photo Office Collection; Lyndon Baines

Johnson Library, Austin, TX. (<https://www.docsteach.org/documents/document/lbj-signs-voting-rights-act>)

On August 6, 1965, President Lyndon B. Johnson passed the Voting Rights Act. The Voting Rights Act of 1965 expanded the 14th and 15th amendments by banning racial discrimination in voting practices. The act was a response to the barriers that prevented African Americans from voting for nearly a century. (From the National Park Service, <https://www.nps.gov/articles/votingrightsact.htm>)

Cover, "The Crisis" by the NAACP. From the Ethel Hyer family papers at the Georgia Historical Society, MS 2117. <https://georgiahistory.pastperfectonline.com/photo/CCD98B43-F23C-4185-AB66-673121672318>

The *Crisis* magazine is the official publication of the NAACP. In 1968, the NAACP launched a national voter registration drive focused on inner-city residents in northern states.

Assessment:

Students cite evidence gathered during each Formative Performance Task to build an argument to respond to the compelling question: *How was the Cold War shaped by television?*

Taking Informed Action: Fact Checking

Purpose: The three activities of Taking Informed Action represent a logic that asks students to a) understand the issues evident from the inquiry in a larger and/or current context, b) assess the relevance and impact of the issues, and c) act in ways that allow students to demonstrate agency in a real-world context. (C3 Teachers)

Understand: Read a current event article from a news outlet.

Assess: Fact-check the article and assess its bias with the lateral reading strategy.

Act: Create a report explaining your findings.

Suggested Strategy: Lateral Reading

Lateral reading (as opposed to vertical reading) is the act of verifying what you're reading as you're reading it. Instead of staying with one website or article, you open multiple tabs in your browser to follow links found within the source and do supplemental searches on names, organizations, or topics you find. These additional perspectives help evaluate the original article for bias or false information.

To check on the truth and accuracy of a source, before reading vertically, fact-checkers open tabs and practice the [ART of reading laterally](#). (Adapted from a lesson by Gail Desler and Kathleen Watt, [EGUSD Digital Citizenship](#))

- **Author:** Who is the author of the site/article and is there a motive behind the message? What can you learn about the author? What biases might the author have?
- **Reliability:** How recent is the site/article? When was it published or last updated? What do other fact-checking sites (Snopes, Wikipedia, FactCheck.org) say about the author and their claim?
- **Target:** Who is the intended audience and why is the author targeting them? What does the author want their target to believe, take a stand against, support, and/or purchase?

Assessment: Students create a news report to share their findings. This could be in the format of a written report or an oral "newscast."

