



1950 – 1974

The Cold War & Living In The Atomic Age

activities

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1

The Cold War

Activity Grade Level

4

8

■ activity

Define Cold War Terms

Identify the following individual and define the Cold War terms:

- Winston Churchill
- “Iron Curtain”
- “hot” war
- “cold” war
- containment

■ Nebraska Department of Education Content Area Standards

Nebraska State Social Studies Standards

SS 4.4.1; S 4.4.2; SS 4.4.3 | SS 8.4.2; SS 8.4.3; SS 8.4.4

Nebraska State English Language Arts Standards

LA 4.1.6 Comprehension; LA 4.2.2 Writing Modes; LA 4.4.1 Information Fluency

LA 8.1.6 Comprehension; LA 8.2.2 Writing Modes; LA 8.3.2 Listening; LA 8.4.1 Information Fluency

2 | The Atomic Age

Activity Grade Level

4 8

■ activity

Discussion

When was the “Atomic Age” in Nebraska and what does the term mean? Ask students how their lives would have been different if they had attended school during this time period? Consider the following:

- “duck and cover” drills
- fallout shelters
- historical events studied in school
- social activities, like hula-hoops, Elvis Presley, drive-in restaurants, etc.
- scientific advances like the space race, polio vaccine, etc.

■ Nebraska Department of Education Content Area Standards

Nebraska State Social Studies Standards

[SS 4.4.1](#); [S 4.4.2](#); [SS 4.4.3](#) | [SS 8.4.2](#); [SS 8.4.3](#); [SS 8.4.4](#)

Nebraska State English Language Arts Standards

[LA 4.1.6 Comprehension](#); [LA 4.2.2 Writing Modes](#); [LA 4.4.1 Information Fluency](#)

[LA 8.1.6 Comprehension](#); [LA 8.2.2 Writing Modes](#); [LA 8.3.1 Speaking](#); [LA 8.4.1 Information Fluency](#)

3

Cold War Memories Interview

Activity Grade Level

4 8

■ activity

Oral History

Interview a person who was living during the Cold War. Follow the guidelines suggested in the How to Conduct and Utilize Oral Interviews in the Resources section of this document. After the students conduct the interviews, have them read each other’s work. Then use the following questions as a basis for classroom discussion:

- Should an oral history interview be considered a primary source document? Why or why not?
- Would you describe your interviews as factual or emotional? If they are emotional, does that diminish their value for interpreting history?

■ Nebraska Department of Education Content Area Standards

Nebraska State Social Studies Standards

SS 4.4.1; S 4.4.2; SS 4.4.3 | SS 8.4.2; SS 8.4.3; SS 8.4.4

Nebraska State English Language Arts Standards

LA 4.1.6 Comprehension; LA 4.2.2 Writing Modes; LA 4.4.1 Information Fluency

LA 8.1.6 Comprehension; LA 8.3.2 Listening

4

Iron Curtain

Activity Grade Level

4 8 HS

■ activity

Map Analysis

For 4th & 8th Grades

Download and print out the present-day map of Europe here.

<https://geology.com/world/europe-satellite-image.shtml>

Give one copy to each student and ask them to draw where the “Iron Curtain” was. Note that some countries were divided after WWII and have reunited since. Use this activity as an opportunity to talk about changes that occurred after the fall of the Soviet Union.

For 12th Grade

Download and print out the present-day map of Europe here.

<https://geology.com/world/europe-satellite-image.shtml>

Give one copy to each student and have them draw a line indicating the “Iron Curtain” that Winston Churchill proclaimed in his speech in Missouri. Indicate the locations of Stettin and the Adriatic Sea. Use symbols to indicate which countries would become allied with the Soviet Union and which countries would become allied with the United States. Note that some countries were divided after WWII and have reunited since. Use this activity as an opportunity to talk about changes that occurred after the fall of the Soviet Union.

You may wish to have students fill out the Map Analysis Worksheet in the Resources section at the end of this document.

■ Nebraska Department of Education Content Area Standards

Nebraska State Social Studies Standards

[SS 4.3.1](#); [SS 4.4.1](#); [S 4.4.2](#); [SS 4.4.3](#) | [SS HS.3.5](#); [SS HS.4.4](#)

Nebraska State English Language Arts Standards

[LA 4.1.6 Comprehension](#); [LA 4.2.2 Writing Modes](#); [LA 4.4.1 Information Fluency](#)

[LA 8.1.6 Comprehension](#); [LA 8.2.2 Writing Modes](#); [LA 8.3.2 Listening](#); [LA 8.4.1 Information Fluency](#)

5

Cold War at the United Nations

Activity Grade Level

HS

■ activity

Role Playing

Have one student or group of students play the role of a Soviet representative to the United Nations. Have another student or group play the roll of an American representative to the United Nations. Have each group present their country’s position on which country was more responsible for starting the Cold War.

■ Nebraska Department of Education Content Area Standards

Nebraska State Social Studies Standards

SS HS.4.3; SS HS.4.4; SS HS.4.5

Nebraska State English Language Arts Standards

Standard 12.3.1; Standard 12.3.2



1950 – 1974

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Nebraska Department of Education Academic Standards

<https://www.education.ne.gov/contentareastandards/>

Nebraska Department of Education Social Studies and History Standards

<https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf>

National Archives <http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<https://www.loc.gov/search/?in=&q=lesson+plans&new=true&st=>

How to Conduct and Utilize Oral Interviews

By Michael Young, former History Department Chair, Omaha Burke High School

Oral history is the process of collecting an individual's spoken memories of his or her life, of the people he or she has known, and the events which he or she witnessed or participated in. Oral history is another primary source technique historians use to help them interpret the past. Oral histories can be used to supplement written records, complement secondary sources (what has been written by historical scholars), and to provide information that would exist in no other form.

But, using oral histories as a source can also pose problems. Interviewees are human. They can forget things. Their memories can play tricks on them. You have to be very careful as a historian when you use oral history as a source.

Teachers need to explore activities that help students strengthen their abilities to develop good interviewing techniques. The teacher might conduct a personal interview with a person representative of whomever the students will be interviewing (an elderly person, etc.) in the classroom.

Students could then practice interviewing one another in the classroom as part of a paired activity. The practice interviews can help students develop awareness of key techniques that will help them when they conduct an actual interview. The teacher and/or students can offer suggestions on what the characteristics of a good interview are. The teacher may also want to review passages from actual transcripts of interviews to illustrate key attributes of successful interviews.

Caution students that oral history (conducting interviews) is not a substitute for basic research. Students should research printed and electronic resources for background information and historical accounts of the issue, event, or personality being studied.

Consider the following suggestions on how to how to conduct and utilize oral interviews.

Preparing

- 1. Decide which individuals would be most appropriate to interview.** There are many ways to find someone to interview. Ask your family members. Contact veterans' organizations, church groups, civic organizations etc. Put a request in your local newspaper. It's a good idea when you find someone to have them complete a brief preliminary questionnaire to give you some background on the person.
- 2. Schedule the interview as soon as possible and by telephone if possible.** Confirm the meeting time and date a day before conducting the Interview.
- 3. Learn as much as possible about the topic of your interview before conducting the interview.** Contact the local media reporters for suggestions on related topics, sources, etc. Carefully read the person's completed questionnaire. Make up a list of questions from things on the questionnaire. Do enough preliminary research so that you are able to ask intelligent questions. Prepare a brief outline of questions you will be asking.
- 4. Make sure you are familiar with your recorder.** Make sure any equipment you will be using is working properly (camcorder, tape recorder, etc.) and secure the interviewee's permission to record the interview. Practice to make sure you can operate. Have an extra tape in case the interview is longer, or in case the tape would break.
- 5. When selecting the location for the interview, ask the interviewee where he or she would be most comfortable.** Choose a place that is quiet, where there won't be a lot of distractions.

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Conducting the Interview

- 1. Dress appropriately and create a good impression.**
- 2. When you get to the interview, chat briefly with your interviewee to get him or her feeling relaxed and comfortable with you.** Explain, again, to the interviewee your purpose for the interview. Do not begin the interview abruptly. Introduce yourself, make the interviewee as comfortable as possible, and review the interview process you will be using. Be sure to let them know how much you appreciate getting the chance to talk with them.
- 3. During the interview, keep things moving.** Express an interest in what the interviewee is saying and listen carefully. Make a conscious effort to be unbiased and try not to influence how the interviewee will answer your questions. Have your questions ready, but do not rely totally on them. By listening carefully to what the person is speaking about, you can come up with additional questions. Avoid too many open-ended questions that require long complicated answers.
- 4. Use a tape recorder or camcorder to more accurately record the interview.** In addition, take notes and accurately record the correct spelling of name, places, etc. Silence can be productive. Do not rush the narrator to respond.
- 5. You may need to have the interviewee sign a legal release form** enabling you to use any information gained through the interview for research purposes.
- 6. Know the physical limitations of the person you are interviewing.** If the person has a hard time hearing, make sure you speak up loudly and clearly. Don't let an interview drag on endlessly. If you still have areas to cover, you might want to take a short break.
- 7. Have a good closing question that helps the interviewee summarize his/her statements and helps bring closure to the interview.**
- 8. Be sensitive. Indicate to the interviewee that his/her answers will be reported anonymously if requested.** Some subjects may provoke an emotional response. If a person starts to cry, you might turn off the tape recorder for a few minutes.
- 9. After the interview, send a thank you note to the person being interviewed within one week of the interview.** If you transcribe the tape, send your interviewee a copy of the tape, or if you don't transcribe the entire tape, send them the paper you wrote.

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Examining

1. Prepare a written summary, note cards, and/or outline of the key points discussed in the interview that are relevant to your topic.
2. What perspective did the interviewee give you about the topic? 3. What did the interviewee tell you about the lifestyles, culture, political atmosphere, economic issues, education, etc. of the time period being studied?
4. Is the interviewee a dependable source of information? Did the interviewee have a difficult time remembering dates, places, and events?
5. Compare/Contrast the information given to you by the interviewee with the factual information you have learned from researching other primary and secondary sources.

Determine Its Usefulness

1. What information from this interviewee is useful for the development of your topic?
2. What does this information contribute to the development or analysis of your topic? How can incorrect information or biased viewpoints be used?
3. How can the information gained from your interview be most effectively used in your research project?
4. Oral history can be used to validate other data, to collect opinions reflecting different points of view, to acquire background or perspective, and to collect "up-to-date" data.
5. In summary, oral history can also demonstrate cause and effect, objectivity versus subjectivity, reality versus abstraction, fact versus opinion, and attitudes then and now.

Bibliography

American Memory. Life History Manuscripts from the Folklore Project. WPA. Federal Writer's Project 1936-1940. Summary of Resources. U.S. History Content.

<https://www.loc.gov/collections/federal-writers-project/?q=wpa>

Lanman, Barry A. and Mehaffy, George L. Oral History in the 5secondary Classroom. Oral History Association, 1988. "Pointers How to Prepare for and Use an Oral Interview". Indiana History Day. Indiana: Historical Bureau, 1989. Located in Magazine of History. Summer 1990. p. 54.

Analyze a Map

Meet the map.

What is the title?

Is there a scale and compass?

What is in the legend?

Type (check all that apply):

- | | | | |
|--------------------------------------|---|---|--|
| <input type="checkbox"/> Political | <input type="checkbox"/> Topographic/Physical | <input type="checkbox"/> Aerial/Satellite | <input type="checkbox"/> Relief (Shaded or Raised) |
| <input type="checkbox"/> Exploration | <input type="checkbox"/> Survey | <input type="checkbox"/> Natural Resource | <input type="checkbox"/> Planning |
| <input type="checkbox"/> Land Use | <input type="checkbox"/> Transportation | <input type="checkbox"/> Military | <input type="checkbox"/> Population/Settlement |
| <input type="checkbox"/> Census | <input type="checkbox"/> Other | | |

Observe its parts.

What place or places are shown?

What is labeled?

If there are symbols or colors, what do they stand for?

Who made it?

When is it from?

Try to make sense of it.

What was happening at the time in history this map was made?

Why was it created? List evidence from the map or your knowledge about the mapmaker that led you to your conclusion.

Write one sentence summarizing this map.

How does it compare to a current map of the same place?

Use it as historical evidence.

What did you find out from this map that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Nebraska Department of Education Content Area Standards

■ Social Studies Standards

4

SS 4.3.1 Explore where (spatial) and why people, places, and environments are organized in the state and around the world.

SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska.

SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.

SS 4.4.3 Analyze past and current events throughout Nebraska history.

8

SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.

SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 8.4.4 Evaluate and interpret sources for perspective and historical context.

HS

SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

SS HS.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS HS.4.4 Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.5 Apply the inquiry process to construct and answer historical questions.

Nebraska Department of Education Content Area Standards

■ Language Arts Standards

4

LA 4.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 4.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 4.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

8

LA 8.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 8.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 8.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 8.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 8.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

HS

Standard 12.3.1 By the end of the twelfth grade, students will participate in student directed discussions by eliciting questions and responses.

Standard 12.3.2 By the end of the twelfth grade, students will make oral presentations demonstrate consideration of audience, purpose, and information.