

# Extended Common Core Social Studies Lesson Plan Template

**Lesson Title:** Propaganda in the Cold War

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**Appropriate for Grade Level(s):** 10/11

**US History Standard(s)/Applicable CCSS(s):**

H3.10 Analyze how post World War II science and technology augmented United States economic strength, transformed **daily life**, and influenced the world economy and politics.

**Common Core Standard:**

Compare and contrast treatments of the same topic in several primary and secondary sources.

**Engagement Strategy:** Visual Analysis (OPTIC) and Discussion Jigsaw

**Student Readings (list):** Cold War Advertisements

**Total Time Needed:** 200 Minutes

**Lesson Outline:**

Time Frame (e.g. 15 minutes)	What is the teacher doing?	What are students doing?
10 Min.	Introduce the Question of the Day (Discussion Question) "What causes of the Cold War can be found in American print media of the time period"?	Students are writing down the question of the day in their journals (posted on board, same as DBQ topic).
10 Min.	Introduce OPTIC strategy for analyzing visuals.	Students are writing down the definitions for OPTIC as the teacher goes over them. Students will practice using OPTIC as a whole class before breaking off into groups.
50 Min.	Teacher monitors students while they work in their discussion groups.	Each group of students will have a different image of Cold War media that they will be analyzing using OPTIC, the students will discuss the elements of the image while filling out their OPTIC sheets. The group's ultimate goal will be to try and connect their image how propaganda was used during the Cold War. Next the students will take their image and break off into new groups with new members. Within the new groups, each member will have analyzed a different image. The students will now teach their new group members about their image. The

		group will then decide if they agree with how the image illustrates a cause of the Cold War.
20 Min.	Teacher gets the whole class back together to discuss the student's findings as a class.	Students come back together as a class, a representative for each image will come to the front of class and discuss their findings. The rest of the class will then have an opportunity to comment or disagree.
10 Min.	Teacher will have students answer the Question of the Day and call on students to share their answers.	Students will answer Question of the Day (the same question as the DBQ topic) in their journals individually. Then students will be called on to share their answers as a class.
90 Min.	Teacher will administer DBQ on the causes of the Cold War.	Students will write a DBQ on how propaganda was used during the Cold War
10 min.	Teacher will distribute DBQ rubric.	Students will assess their DBQ using the rubric before submitting.

**Description of Lesson Assessment:** Students will write a DBQ on how propaganda was used in the Cold War

**How will students reflect on the process and their learning?** Through writing the DBQ both they and I will be able to see how well they comprehended the information. They will also assess their writing using the DBQ rubric before turning it in.

# OPTIC: Cold War

**O**

is for overview: Conduct a brief overview of the visual

**P**

is for parts: Focus on the parts of the visual. Read all labels and titles. Notice any details that seem important.

**T**

is for title: Read the title or heading of the visual for a clear understanding of the subject.

**I**

is for interrelationships: Use the title to help identify the main idea or message. Here you are connecting the parts to the title.

**C**

is for conclusions: Draw a conclusion about the visual as a whole. What does it mean? How does it connect to what you have learned about the Cold War? How is it supposed to make people feel or react?

This part should be roughly a paragraph long.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

## DBQ: Propaganda and the Cold War

*Analyze the various ways in which propaganda was used in the Cold War and what messages the propaganda was meant to convey.*

**Historical Context:** Following World War II, two super powers emerged, The Soviet Union and the United States. These nations would engage in decades of competitive brinkmanship, centered around economic and political differences, that would come to be known as the Cold War.

**Task:** Your DBQ needs to both analyze the various types of propaganda used and explain the messages behind them.

**Use the space below for pre-writing and brainstorming.**

*Do we actually know where to face Communism?*

If you could see  
reprints of this  
message for friends,  
staff, or associates  
just let us know.



Photographed especially for Canadair by Karsh

## Communism and Christianity

Where are the churches of Russia . . . the worshippers of East Germany and Poland . . . Estonia . . . Latvia . . . the Christian congregations and missionaries of China? Gone . . . gone beneath the juggernaut of materialistic atheism that today enslaves six out of every twenty people living.

To communism, Christian countries present a lush target. Pious complacency, religious indifference, empty pews and churches mark an easy prey to a fanatic, soulless communism.

It is time for deep searching of our hearts. We can meet communism physically with guns — aircraft — airforce crews — but spiritually? We need to re-affirm the faith that first made our nation great . . . to man anew our spiritual frontiers.



**CANADAIR**  
— AIRCRAFT MANUFACTURERS —  
LIMITED, MONTREAL



CASS-ARD

**YOUNG MEN! YOU CAN SERVE YOUR COUNTRY NOW IN THE ARMY**

177

## Document 2

“From Stettin in the Baltic to Trieste in the Adriatic, as an iron curtain has descended across the continent.

Behind that line lie all the capitals of the ancient states of Central and Eastern Europe...All these famous cities and the populations around them lie in the Soviet sphere and all are subject in one form or another, not only to the Soviet influence but to a very high and increasing measure of control from Moscow”.

*Excerpt from Winston Churchill’s “Iron Curtain” speech, March 5<sup>th</sup>, 1946.*

## Document 3



**MILK...new weapon of Democracy!**

*Supplied by air transport alone, 2½ million Berliners sample a new way of life*

- In today's diplomatic Battle for Berlin, hope for democracy is being kept alive for millions in Western Europe by the U. S. Air Force.

Flying Douglas aircraft almost exclusively, Yankee crews have poured over half a million tons of supplies into Berlin since last June. This impressive feat has strained to the limit our resources in air transport. It has shown why cargo planes in sufficient numbers must be considered essential to any modern military defense program.

Needed—and desperately—are larger, faster types of aircraft designed exclusively for air transport. And to meet this need, Douglas is now building the giant Douglas DC-6A. Able to fly 30,000 lb. loads at 300 mph, the DC-6A will make available to the military services a cargo transport of rugged dependability, capable of supplying world-wide bases in any kind of national emergency.

**DOUGLAS**

**>> SERVING MANKIND AROUND THE WORLD**

DOUGLAS AIRCRAFT COMPANY, INC.

## Document 4

"I believe it must be the policy of the United States to support free peoples who are resisting attempted subjugation (domination) by armed minorities or by outside pressure. Should we fail to aid Greece and Turkey in this fateful hour, the effect will be far reaching to the West. The seeds of totalitarian regimes are nurtured by misery and want. They spread and grow in the evil soil of poverty and strife. They reach their full growth when the hope of a people for a better life has died. Therefore, I propose giving Greece and Turkey \$400 million in aid".

*Excerpt from President Truman's speech to Congress, March 12, 1947.*

## Document 5

### Look what the Russians are building, just 40 miles from the U.S.A. As an American, you should look into it.



The U.S.S.R. hopes you will. You're invited to step right in, and take a look at life in the Soviet Union. Meet the people, see what they do for a living in Vladivostok or Minsk, and how they have fun.

What kind of lives do the Russians have, their education, medicine, housing, industrial development, agriculture? You'll find out here. In the Great Lunar Hall, they'll treat you to an extra expedition to the moon. On the way, you'll discover what the feeling of weightlessness is like (just how it truly feels).

And on the lighter side of things, you can see what the Moscow man is wearing at a fashion parade. Or walk through nearby stores. And eat the delicious foods you'd find in a store in Leningrad or Kiev. Drop into the 600-seat cinema and watch

a Russian movie. And wind up in one of the restaurants, where you can take your pick of specialties from every part of the country. Incidentally, they've ordered 25 tons of sausage, eight tons of caviar and 28,000 cases of vodka, just for starters!

The place to come for the fascinating experience is The U.S.S.R. Pavilion at Expo 67, Montreal, Canada. You'll find it just across the way from the giant U.S.A. Pavilion — another world of wonders. And a few miles away, the French, British, Italian, Japanese, Canadian — name them — spread before you the best of their arts and culture. The latest in science and technology. Their past, present and future.

In all, some 75 governments have spent hundreds of millions of dollars to make Expo 67 the greatest World exhibition of them all, and the first of its kind on this continent. It opens on April 29th, for six wonderful months only. You'll find it the experience of a lifetime.

Start planning now. Expo 67 admission tickets at reduced advance prices save you up to 25% and are on sale at banks, department stores, American Express offices and wherever you see the Expo 67 sign.

Accommodations in Montreal? No need to worry. LOGEXPO, the official accommodation bureau, guarantees you a good place. All government controlled prices. No more time-out with overcrowding. Select type of accommodations preferred, and the number in your party. To LOGEXPO, Expo 67, Harbor City, Montreal, Quebec, Canada. Or see your travel agent.

Or write for the Expo 67 vacation planning literature to Expo 67 Information Service, 100 King St., Ottawa, Ont., Canada.

**expo67**  
MONTREAL, CANADA

The Canadian and International Expositions 1967  
Montreal, Canada, June 29 - September 23, 1967  
© Montreal 67, a la Expo 67, 1967



## How to Survive an Atomic Bomb...

January 1951

Whatever your attitude toward use of the atomic bomb, you must live with the fact that it exists. You must also know how to protect yourself as much as you can against it. As with flood, fire or other catastrophes, certain common sense rules apply. The wise citizens of this atomic era will memorize them so thoroughly that their use would be almost instinctive.



**IMMEDIATE ACTION** should a surprise atomic attack occur, could mean the difference between life and death. First sign of an atomic explosion would be an intensely bright light. You must react the instant you look toward the source of this burning brightness. Rather, use the next one or two seconds for quick, protective action.



**DROP TO THE GROUND** instantly if you are in the open or less than a few steps from protection, such as a tree or the corner of a building. Your immediate reaction

must be to shield yourself from the flash of brilliance. If indoors, drop to the floor with your back to the window, or crawl behind or beneath a protecting piece of furniture.



**CURL UP** in such a way as to shield your face, neck, hands and arms. Unless you happen to be close to the immediate area of the bomb, your greatest danger would be from flash burns which could seriously damage exposed areas of skin. Hold this curled up position for at least 10 seconds.



**THERMAL RADIATION**... the burning brightness... can be dangerous as far as two miles from the point of origin. But the rays travel in straight lines. So if you instantly shelter yourself from these rays, you may avoid serious burns. At least, protect yourself with your own body...

hit your back, take the heat of the rays. Clothing... especially light clothing... can usually prevent rays from reaching your body.



**BE ALERT FOR THE BLAST WAVE** which spreads outward for as much as a minute or more after the explosion. If on the street, press close to a building so that you are sheltered from breaking glass or falling debris. If indoors, keep away from windows... they may shatter. The safest place within a building is likely to be against an interior partition or in the basement.



**WORK IN ADVANCE TO AVOID PANIC.** This can best be done by working with your local civilian defense organization. Study the facts of information available on defensive measures. By careful planning, your community can be prepared to hold death and destruction to a minimum.

MUTUAL OF OMAHA HAS PAID MORE THAN \$300,000,000 in benefits. Founded in March 1909. Licensed in all 48 states, District of Columbia, Canada, Alaska and Hawaii. Service offices located in all principal cities. More than 10,000 representatives to serve your needs.

**Mutual OF OMAHA**

The Largest Exclusive Health and Accident Company in the World

MUTUAL BENEFIT HEALTH & ACCIDENT ASSOCIATION

HOME OFFICE, OMAHA, NEBRASKA

Dr. C. C. Cline, Chairman of the Board W. J. Skott, President

CANADIAN HEAD OFFICE TORONTO

**RESOLVE TO MAKE 1951** the beginning of new security for your family. Through sickness or accident should take you off the job, your family can have a cash monthly income. How? By providing yourself with economical **INCOME PROTECTION INSURANCE**, supplemented, if you desire, with hospitalization and surgical insurance.

"We have unmistakable evidence that a series of offensive missile sites is now being built on that island...Cuba has been made into an important strategic base by the presence of these long-range offensive weapons of sudden mass destruction. This is an open threat to the peace and security of all of the Americas. Our objective must be to prevent the use of these missiles against this or any other country. We must secure their

withdrawal from the Western Hemisphere...I call upon Chairman Khrushchev to halt and eliminate this secret and reckless threat to world peace”.

*Excerpt from President Kennedy’s speech to the American People on the Cuban Missile Crisis of 1962.*

**Document 8**



**B**OMBS AWAY! A ton of high explosive screams down, down—and bursts. Once again, attackers have smashed at the railroads—primary target in every nation.

The railroads are No. 1 on the destruction timetable because no country has a chance of winning a war without them. Here in America, for example, the freight they carry daily is equivalent to moving a ton of freight 64,000 times around the earth. No other form of transportation can come close to matching their performance!

Despite this vital role in building America's mili-

tary might, the railroads are forced to compete with other forms of transportation which operate on highways, waterways and airports—built and maintained largely with the people's tax money! But the railroads pay every nickel of the cost of everything they use.

It isn't common sense to place such handicaps on our No. 1 carrier. Nor is it in the spirit of the American system of competitive enterprise.

The railroads ask no special favors. Only fair play. A new national transportation policy based on equality of competition will permit the railroads to serve you—and America—even better.

# Primary Target!

**American Railway Car Institute**  
*Fair Play for America's Railroads*

*Do we actually know where to face Communism?*

If you could use  
reprints of this  
message for friends,  
staff, or associates,  
just write Dept. AB.



Photographed especially for Canadair by Karsh

## Communism and Twisted Education

In the eyes of Communism, a child is simply something to be warped into one shape: godless, ignorant of moral responsibility, devoid of intellectual honesty . . . a creature of the State.

In its drive for world power, Communism has found it most profitable to influence teachers and alter text books . . . to use the intimate bond between teacher and scholar to spread doubts about the old ways and Christian ethics . . . to insinuate ideas of atheism, regimentation and false idealism in their place.

We, parents and teachers alike, need to be on our guard, to re-affirm the truths we once learned and now teach, to vow to keep our children free from Communism. Wasted would be all other defences — navies, armies or air forces — if Communism could take the citadel from within.



**CANADAIR**  
— AIRCRAFT MANUFACTURERS —  
LIMITED, MONTREAL



CASB-6PB

**YOUNG MEN! YOU CAN SERVE YOUR COUNTRY NOW IN THE NAVY**

*Do we actually know where to face Communism?*

If you could see  
regions of this  
message for friends,  
staff, or associates,  
just write Dept. AH.



Photographed especially for Canadair by Karsh

## Communists: World's Finest Athletes?

The scene above is our side of a battlefield. While we, sipping sodas, watch sports on television, Soviet hands are reaching out for sports record after sports record and tens of thousands of Communist youth train endlessly to win even more — aiming to sweep the 1956 Olympics and “prove” to the world that Communism breeds better men.

Why a battlefield? Because the Communists are finding that the deliberate making of champions is effective propaganda . . . contrasting their Spartan training and compulsory sports with the “soft” life of democratic nations . . . opening up one more area of victory in a world-wide struggle.

Can we stop them? Have we the will to do so? Every young Canadian who devotes less time to watching and more time to training . . . everyone who plays harder to win . . . every victory these efforts produce is a blow to Communism. There is a battle to win . . . and free men must win it.



**CANADAIR**  
— AIRCRAFT MANUFACTURERS —  
LIMITED, MONTREAL



CASB-BRD

**YOUNG MEN! YOU CAN SERVE YOUR COUNTRY NOW IN THE AIR FORCE**

# IS THE COMMUNIST TIMETABLE FOR WORLD CONQUEST ON SCHEDULE?

November 11, 1961



1918

By skillful use of propaganda and mass terror, the Communists seized control of Russia. Lenin set the Communist timetable in these words: "First we shall take Eastern Europe. Next the masses of Asia!"



1949

Lenin's prophecy was fulfilled by Stalin! By 1949, all of Eastern Europe was under Communist control. Stalin's military alliance with Mao Tse-tung spread Communism to the masses of China!



1961

Lenin also said: "We shall encircle . . . the United States . . . it will fall like an overripe fruit into our hands!" Now holding Cuba, the Communists plan to carry out their orders in Berlin, Laos, Africa, even Latin America!

## Add It Up . . . The Recent Record Is Inescapable . . . The Speed Frightening

- 1949 China
- 1951 Tibet
- 1954 N. Vietnam
- 1961 Cuba

**T**HIS VERY MINUTE, the Communists threaten West Berlin, Laos, parts of Africa and Latin America.

So far the Communist timetable *is running on schedule!*

How can they be stopped? What can a private citizen do?

Look at the one big problem spot for Communism—Eastern Europe! Here, over 5 million people have defected to the Free World. Here the Communists are vulnerable. Here you can help—by supporting *Radio Free Europe!*

What does it do? Every day, to 80 million captive people behind the Iron Curtain, it broadcasts the plain truth . . . religious services . . . the *real news* of the outside world. It keeps these people from succumbing to Communism. It keeps alive their belief in the Free World . . . their friendship for America. Broadcasting from 28 transmitters, RFE reaches over 90% of these people.

The fate of these people is of vital consequence to the cause of freedom . . . the future of your children. Eastern Europe is the strategic area . . . the area of decision between Russia and the Free World. These captive nations help tie up 26 Russian divisions stationed to prevent uprisings. These captive people pose a major obstacle to the Communist advance. *They depend on Radio Free Europe. It is their strongest link with the Free World!*

But Radio Free Europe needs money now to continue its important mission. It is privately supported and depends on individual Americans. *Your help is needed. Will you help stop the Communist advance? . . . Give ten dollars? . . . Give five dollars? . . . Or whatever you can!*

Mail your contribution now to:

**RADIO FREE EUROPE**

The American People's Counter-Voice to Communism.

Radio Free Europe Fund, Box 1962, Mount Vernon, N. Y.

This advertisement is donated by this publication in cooperation with the Advertising Council and the magazine publishers of America.



Document 12



**THE  
QUIET  
WAR**



The boy working in the shadow of Lincoln has one great, indefinable advantage over the boy working in the shadow of Lenin. The *freedom* to ask, to challenge, and to refuse to think by rote.

Yet, with all this freedom, the question before the United States remains: is he working hard enough?

If our student goes to school for six hours a day, and their

student goes eight. € If our student does one hour of homework and their student does three. € If our student takes easy courses and their student takes hard ones... *Who is more likely to succeed?*

These are questions we can ask about our youth.

Should we not also ask them of ourselves?

Young & Rubicam, Advertising

# World Cultures DBQ Scoring Rubric

Basic Core (Scored as a Checklist)			Expanded Core (scored holistically)								
	Possible Points	Earned Points		Possible Points	Earned Points						
1. Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question. Thesis may not simply restate the question. Note: If you don't score credit for #1, you cannot earn credit for #4.			Expands beyond basic core of 1 to 6 points. The basic core of 6 must be achieved before a student can earn expanded core points.	0-3							
2. Discusses a majority of the documents individually and specifically. Note: If you don't score credit for #2 You cannot earn credit for #3 or #4.			<ul style="list-style-type: none"> <li>Has a clear, analytical, and comprehensive thesis.</li> <li>Addresses all parts of the question thoroughly.</li> </ul>								
3. Demonstrates understanding of the documents by using them to support and argument (May misinterpret no more than one document).			<ul style="list-style-type: none"> <li>Uses all of almost all of the documents.</li> </ul>								
4. Supports the thesis with appropriate interpretations of a majority of the documents.			<ul style="list-style-type: none"> <li>Analyzes documents in additional ways, additional groupings or other.</li> </ul>								
5. Begins each body paragraph with a claim.			<ul style="list-style-type: none"> <li>Uses documents persuasively as evidence.</li> </ul>								
6. Analyzes documents by grouping them in at least 3 appropriate categories.			<ul style="list-style-type: none"> <li>Brings in relevant "outside" historical content.</li> </ul>								
<b>Subtotal</b>	<b>6</b>		<b>Subtotal</b>	<b>3</b>							
<b>Total</b>			Grade Conversion:								
			1	2	3	4	5	6	7	8	9
			63	68	73	78	83	88	93	98	100

## DBQ Example: Propaganda and the Cold War

At the close of one of the world's bloodiest conflicts, new lines were drawn among the competing economic and political ideologies of the world. After World War II, two super powers emerged, The United States and the Soviet Union. For the next few decades, these two nations would participate in battles of brinkmanship that would nearly escalate into a nuclear war. This conflict became known as the Cold War. Within the democratic Western world propaganda was used to convince the people that the containment of communism was essential to the survival of freedom and democracy, to encourage the people to support the spread of capitalism, and to inform the people of the threat of Soviet technology.

The idea that communism was a threat to capitalism and the American way of life was a very real concern to the American people who lived through the Cold War. Advertisements and messages from the President aided in convincing the American people that the containment of communism was necessary in order to preserve the free world. An advertisement in Canada from Canadair argues that communism is a threat to Christianity and that people must, "re-affirm the faith that first made our nation great" (Doc 1). Canadair used many approaches in convincing the Canadian people of the threat of communism. In another ad, they claim that communism is a threat to the youth because their minds could easily be shaped into those that were, "godless, ignorant of moral responsibility, devoid of intellectual honesty...a creature of the state" (Doc. 9). These examples are preying on what the advertisers most likely knew to be sentimental topics for the Canadian people, their faith and their children. In another ad from Canadair, communist nations are accused of training their athletes to be the best in the world so that they can make a statement about the "Soft' life of democratic nations" (Doc. 10). In an ad from Radio Free Europe, communism is said to be on its way to world

domination. According to the authors of the ad, capitalism can survive if the listeners of Radio Free Europe donate money (Doc. 11). The threat of world domination via communism was used to convince the people of the Western world that containment was necessary. Propaganda of the Cold War illustrates the ways in which this message was presented to civilians.

The Western world argued that the best weapon against the spread of communism was the spread of capitalism and democracy. During the Cold War measures like the Marshall Plan and the Truman Doctrine both aimed at assisting nations that embraced democracy in the hopes that it would help to spread western influence and lessen the power of the Soviet sphere. In March of 1947, President Truman made a speech to congress in which he argued that America needed to give aid to Greece and Turkey to keep communism from spreading, "The seeds of totalitarian regimes are nurtured by misery and want. They spread and grow in the evil soil of poverty and strife" (Document 4). After World War II, many European nations were struggling economically and had few resources. The Berlin Airlift provided a way for western nations to spread their influence by flying in much needed resources to Germans. In an advertisement by Douglas Aircraft, the influence of the Berlin Airlift is shown via a young girl receiving milk from a plane. The message reads, "Supplied by air transport alone, 2 1/2 million Berliner's sample a new way of life" (Document 3). Advertisements like these were designed to show westerners that communism could be contained by spreading western influence and instilling democracy in war torn nations.

A powerful message driving Cold War era propaganda was the fear of Soviet technology and communist education. In the midst of the arms race, the threat of nuclear war led speeches and messages of brinkmanship. In an advertisement from American Railway Car Institute warns that the American transportation system could be a target for a Soviet attack (Doc. 8). The Cuban Missile Crisis is an example of

brinkmanship when the threat of nuclear war was perhaps the most prominent. In President Kennedy's speech to the American people, he states that the prevention of nuclear war must be a high priority of the American people (Document 7). Propaganda was geared toward preparing the American people for a nuclear attack. In an advertisement by Mutual of Omaha, procedures for surviving an atomic bomb are illustrated. Messages like these made it seem that nuclear war was more than a threat, but a reality. The western perception of the Soviet education system was that it served as a training program for future communist soldiers. In an ad from Young and Republican, the "Quiet War" is described as the battle between the U.S. and Soviet education system. The ad states that, "If our student goes to school for six hours a day, and their student goes eight, If our student does one hour of homework and their student does three" (Doc. 12). The ad is meant to encourage American students to do their part in enriching their own education to combat communism.

Western propaganda of the Cold War era largely focused on the nature of the Soviet threat and what citizens could do to fight it. Speeches and advertisements of the time focused on how citizens could support the containment of communism by aiding in the spread of democracy. More aggressive messages focused on the threat of war and how citizens could prepare themselves. In a war fought with words and the competition between ideologies rather than arms and forces, propaganda became a primary Cold War weapon.