

On Pins and Needles

Effects of the Cold War

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Grade Level	10th – 11th Grade	**Time Frame**	90 minutes
Subject	Social Studies	**Duration**	1–2 Class Period(s)
Course	U.S. History, World History		

Essential Question

How did the Cold War affect citizens of the United States?

Summary

This lesson introduces students to the impact of the Cold War within the United States. This lesson is meant to be taught after students have been introduced to World War II content and can be used in tandem with other cross-curricular lessons in LEARN. Using hands-on activities, discussions, and research, students will explore how the Cold War affected citizens in the United States.

Snapshot

Engage

Students recall prior knowledge of the effects of the Cold War using the I Used to Think...But Now I Know strategy.

Explore

Students explore one effect of the Cold War in the United States by analyzing an article with the S-I-T strategy.

Explain

Students watch a video and summarize information using an inverted pyramid graphic organizer to support their understanding of the effects of the Cold War.

Extend

Students use the Jigsaw strategy to read an article and compare and contrast similar Cold War effects across different time periods.

Evaluate

Students complete the I Used to Think...But Now I Know strategy to demonstrate understanding.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR402: Draw logical conclusions in somewhat challenging passages
IDT403: Summarize key supporting ideas and details in somewhat challenging passages

ACT College and Career Readiness Standards - Writing (6-12)

I&A 402: Analyzing critical elements of an issue and differing perspectives on it. A score in this range indicates that the writer is able to: -Establish and employ a relevant context for analysis -Recognize implications, complexities and tensions, and/or underlying values and assumptions

Oklahoma Academic Standards SOCIAL STUDIES (Modern World History)

MWH.C.7.1: Evaluate the effects of World War II including the origins and escalation of the Cold War.

Oklahoma Academic Standards SOCIAL STUDIES (Modern World History)

USH.C.6.3: Analyze the escalation of international tensions by examining the series of events and their long- term foreign and domestic consequences during the height of the Cold War.

Attachments

- I Used to Think But Now I Know - On Pins and Needles - Spanish.docx
- I Used to Think But Now I Know - On Pins and Needles - Spanish.pdf
- I Used to Think But Now I Know—On Pins and Needles.docx
- I Used to Think But Now I Know—On Pins and Needles.pdf
- Jigsaw Article - On Pins and Needles - Spanish.docx
- Jigsaw Article - On Pins and Needles - Spanish.pdf
- Jigsaw Article—On Pins and Needles.docx
- Jigsaw Article—On Pins and Needles.pdf
- Jigsaw Notes—On Pins and Needles.docx
- Jigsaw Notes—On Pins and Needles.pdf
- Lesson Slides—On Pins and Needles.pptx
- S-I-T—On Pins and Needles.docx
- S-I-T—On Pins and Needles.pdf
- SIT - On Pins and Needles - Spanish.docx
- SIT - On Pins and Needles - Spanish.pdf
- Video Notes - On Pins and Needles - Spanish.docx
- Video Notes - On Pins and Needles - Spanish.pdf
- Video Notes—On Pins and Needles.docx
- Video Notes—On Pins and Needles.pdf

Materials

- Lesson Slides (attached)
- I Used to Think... But Now I Know handout (attached; one per student)
- S-I-T handout (attached; one per student)
- Video Notes handout (attached; one per student; print two-sided)
- Jigsaw Article handout (attached; one per student)
- Jigsaw Notes handout (attached; one per student)
- Pencils

10 minutes

Engage

Optional Lesson Pairing

This lesson may be taught with the LEARN lesson The Gift of Life. Both lessons have students discover different aspects of knowing their blood type and what role it can potentially play in their lives.

Use the attached **Lesson Slides** to guide the lesson. Begin with **slide 2**. Introduce the Cold War and its effects. Review **slides 3–4** to introduce students to the essential question and learning objective.

Display **slide 5**. Have students use the I Used to Think...But Now I Know strategy utilizing their previous knowledge of the effects of the Cold War within the United States. Pass out the attached **I Used to Think... But Now I Know** handout, or have students divide a piece of paper into two columns. The left-hand column should be labeled "I Used to Think," and the right-hand column labeled "But Now I Know." Students should individually record what they know about how the Cold War affected people in the United States in the *left-hand column.*

Have students share their thoughts with an Elbow Partner, or if there is time, in a large group discussion. Have students set the handout aside as they will complete the right-hand column at the end of the lesson.

Possible Student Responses

- Nuclear weapons became a major threat.
- U.S. citizens did not trust Communism and the Soviet Union.

20 minutes

Explore

Display **slide 6**. Allow students to get familiar with the S-I-T strategy. Pass out the attached **S-I-T** handout. Ask students to look for one *Surprising* fact or idea, one *Interesting* fact or idea, and one *Troubling* fact or idea as they read the Cold War Article, located on the handout

Have students use the S-I-T handout to read the article and add their responses. Ask students to share their responses with an Elbow Partner. Provide time for volunteers to share their responses with the class.

Teacher's Note: New Partners

Have students work with an elbow partner who is different from the one they worked with during the Engage strategy. This should bring a variety of new responses and thoughts to the conversation.

Possible Student Responses

- S - Every man, woman, and child was to be tattooed with their blood type.
- I - Tattooing blood types on people could save lives.
- T - The government was behind tattooing Americans with their blood type.

20 minutes

Explain

Display **slide 7**. Pass out the attached **Video Notes** handout to each student. Alternatively, students can draw an upside-down pyramid with three sections on notebook paper. Let students know that as they watch the clip, they should jot down the following: the most important information (the 5 Ws) on the top of the pyramid, followed by essential information (story details, background information, and evidence) in the middle, and the extras (interesting facts, connections to other events or personal experiences) at the bottom.

Students may reference the Video Notes handout while they watch the clip to provide reminders of what to write in each section of the pyramid. Display **slide 8** and play the Some Hoosiers Carry Permanent Reminder of 'Operation Tat-Type' video.

Embedded video
https://youtube.com/watch?v=DjitM34Fr1w

After watching the video, have students complete the inverted pyramid and share their analysis with a small group or the entire class.

Possible Student Responses

- Top: Happened in Indiana; tattoos were meant to indicate blood type; year was 1952.
- Middle: Called "Operation Tat-Type;" fear there would be a need for blood especially during Korean War; only happened in two places; didn't last long.
- Bottom: Young students got tattooed during the school day; up to 30,000 students were tattooed.

30 minutes

Extend

Display **slide 9**. Pass out the attached **Jigsaw Article** and the **Jigsaw Notes** handouts to each student. This article examines instances in different regions and time periods in which governments tattooed people. Place students in groups of four, and using the Jigsaw strategy, assign members of each group a number that corresponds with the portion of the article they will read. The numbers are as follows:

- *Person 1: Punjab Police (India)*
- *Person 2: Australian Convicts*
- *Person 3: China*
- *Person 4: Ancient Greece (Athens)*

As they read, they should write down important information in the appropriate row that reflects the correct region. They then answer the following questions: *What happened in this location?* (left-hand column) and *How is it similar to or different from what happened in the Cold War?* (right-hand column).

After students have become "experts," display **slide 10**, and have them meet with their group to share what they learned in their portion of the article. As each member shares, students should add to the Jigsaw handout until it has been completed.

After a few minutes, when the mingling is over, have a brief class discussion about each portion of the article. Encourage volunteer representatives from each group to share their findings.

Possible Student Response

Athens: Various groups seemed to be tattooed, such as prisoners and slaves. Typically, tattoos were used to show when a person belonged to a conquered group or had committed a crime. While there are similarities between the reasons for tattooing by Athens and the United States during the Cold War, one distinct difference is Athens focused more on crime and prisoners of war. The United States seemed to be placing tattoos on their citizens more out of paranoia due to the Cold War.

10 minutes

Evaluate

Display **slide 11**. Have students finish their I Used to Think...But Now I Know handout in the *right-hand column.* Students should individually record what they now understand about how the Cold War affected citizens of the United States.

Have students share their thoughts in either a small-group or whole-class discussion.

Resources

- K20 Center. (n.d.). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.) I Used to Think... But Now I Know. Strategies. https://learn.k20center.ou.edu/strategy/137
- K20 Center. (n.d.). Jigsaw. Strategies. https://learn.k20center.ou.edu/strategy/179
- K20 Center. (n.d.). S-I-T (Surprising, Interesting, Troubling). Strategies. https://learn.k20center.ou.edu/strategy/926
- K20 Center. (n.d.). The Gift of Life. 5E Lessons. https://learn.k20center.ou.edu/lesson/1530
- WTIU. (2019, July 5). *Some Hoosiers carry permanent reminder of 'Operation Tat-Type'* [Video]. YouTube. https://www.youtube.com/watch?v=DjitM34Fr1w