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 Periods
Course	U.S. History, World History		

Essential Question

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

Summary

This lesson will introduce students to the impact of the Cold War within the United States. This lesson is meant to be taught after the WWII content was introduced to students and can be used in tandem with multiple 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 previous knowledge of Cold War effects 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 utilizing an inverted pyramid graphic organizer to facilitate their understanding of the effects of the Cold War.

Extend

Students use the Jigsaw strategy to read an article to 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

Oklahoma Academic Standards (Social Studies: World History (9th through 12th grade))

USH.6.2: Describe domestic events related to the Cold War and its aftermath.
USH.6.2A: Summarize the reasons for the public fear of communist influence within the United States and how politicians capitalized on this fear including the leadership of President Dwight D. Eisenhower, the Army-McCarthy hearings, the Second Red Scare, the Alger Hiss controversy, and the Rosenbergs' spy trials.

Oklahoma Academic Standards (Social Studies: World History (9th through 12th grade))

WH.4.7: Evaluate the effects of World War II including military and economic power shifts, purposes of the United Nations and NATO, and the origins and escalation 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
- Inverted-Pyramid-Blank - Spanish.docx
- Inverted-Pyramid-Blank - Spanish.pdf
- Inverted-Pyramid-Blank.docx
- Inverted-Pyramid-Blank.pdf
- Inverted-Pyramid-Explanations-On-Pins-And-Needles - Spanish.docx
- Inverted-Pyramid-Explanations-On-Pins-And-Needles - Spanish.pdf
- Inverted-Pyramid-Explanations-On-Pins-And-Needles.docx
- Inverted-Pyramid-Explanations-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-On-Pins-And-Needles - Spanish.docx
- Jigsaw-On-Pins-And-Needles - Spanish.pdf
- Jigsaw-On-Pins-And-Needles.docx
- Jigsaw-On-Pins-And-Needles.pdf
- Lesson-Slides-On-Pins-And-Needles.pptx
- S-I-T-On-Pins-And-Needles - Spanish.docx
- S-I-T-On-Pins-And-Needles - Spanish.pdf
- S-I-T-On-Pins-And-Needles.docx
- S-I-T-On-Pins-And-Needles.pdf

Materials

- Lesson Slides (attached)
- I Used to Think… But Now I Know handout (attached; 1 per student)
- S-I-T handout (attached; 1 per student)
- Inverted Pyramid Graphic Organizer handout (attached; 1 per student)
- Inverted Pyramid Graphic Organizer Explanation handout (attached; 1 per student)
- On Pins and Needles Jigsaw Article (attached; 1 per student)
- Jigsaw handout (attached; 1 per student)
- Student devices with Internet access
- Pencils
- Paper

10 minutes

Engage

Optional Lesson Pairing

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

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 partake in the I Used to Think...But Now I Know strategy utilizing their previous knowledge of the effects from the Cold War within the United States. Pass out the **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 within the US in the *left-hand column.*

Have students share their thoughts with an Elbow Partner, or if there is time, in a large group discussion. Students complete the right-hand column later in this lesson during the Evaluation.

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.

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 top of the **S-I-T** handout.

Have students use the S-I-T handout to read the article and add their reading reflection responses.

Providing time to complete the S-I-T handout, ask students to share their responses with an Elbow Partner. Provide time for volunteers to share their responses to the large group.

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 will help to 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 blank **Inverted Pyramid Graphic Organizer** handout and the **Inverted Pyramid Graphic Organizer Explanation** handout to each student. You may also have students draw an upside-down pyramid with three sections. 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, relation to other events or personal experiences) at the bottom.

Students may reference the explanation handout while they are watching the clip to provide reminders of what to write in each section of the pyramid.

Display **slide 8**. Have the students watch: Some Hoosiers Carry Permanent Reminder Of 'Operation Tat-Type'. After watching the video, have students complete the inverted pyramid and share their analysis with a small group or the entire class.

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

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**. Have students engage in the Jigsaw strategy using an article that examines instances in different regions and time periods in which a government tattooed its people. After you have placed students in groups of four, assign one member in each group with a number that corresponds with the portion they will read and Jigsaw in the **Jigsaw Article**.

The numbers are as follows:

Person 1: Punjab Police (India)

Person 2: Australian Convicts

Person 3: China

Person 4: Ancient Greece (Athens)

Provide students with the **Jigsaw** handout. As they read, they should write important information down 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 or different from what happened in the Cold War?* (right-hand column).

After students have become "experts," display **slide 10**, and have them mingle with their group to share what they learned in their portion of the article. As each member is sharing, 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 over 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 either within a small-group or large-group 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
- Raughty, J. (2016, December 28). 10 historical cases of forced tattooing. Listverse. https://listverse.com/2016/12/28/10-historical-cases-of-forced-tattooing/
- United Press. (1955, November 4). Blood type tattoo is recommended. Anderson Herald. https://i2.wp.com/orangebeanindiana.com/wp-content/uploads/2020/01/Anderson_Herald_Fri__Nov_4__1955_.jpg?ssl=1
- WTIU. (2019, July 5). Some Hoosiers carry permanent reminder of 'Operation Tat-Type' [Video]. YouTube. https://www.youtube.com/watch?v=DjitM34Fr1w