

HUAC v. Hollywood

The Impact of the Second Red Scare

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Grade Level	11th Grade	**Time Frame**	120-150 minutes
Subject	Social Studies	**Duration**	3 periods
Course	U.S. History		

Essential Question

What impact did the Second Red Scare have on the United States?

Summary

This lesson will introduce students to the Second Red Scare (also known as the era of McCarthyism), the House of Un-American Activities Committee (HUAC), and the public fear of communism that ran rampant in the 1940s and 1950s. Students will analyze a political cartoon that addresses the public fear of communism; reflect upon and summarize what they have learned in a video about McCarthyism; analyze excerpts of testimony delivered by four entertainers summoned by HUAC: Lucille Ball, Edward Dmytryk, Paul Robeson, and Pete Seeger; and make connections between the Hollywood blacklist and the cultural climate today.

Snapshot

Engage

Students will analyze a political cartoon addressing the public fear of communism using the T.A.C.O.S. strategy.

Explore

Students will view a video about McCarthyism, and they will use either the POMS or S-I-T strategies to reflect upon and summarize what they have learned.

Explain

Students will use the SOAPSTone strategy to interpret excerpts of testimony delivered by four entertainers summoned by HUAC: Lucille Ball, Edward Dmytryk, Paul Robeson, and Pete Seeger.

Extend

Students will use the True for Who? strategy to compare and contrast the perspectives of individuals whose words are included in the transcripts. Students will have the option of staging mock trials that will bring to life the testimony they have read.

Evaluate

Students will write an Exit Ticket paragraph in which they will analyze another political cartoon in order to draw connections between McCarthyism and current events.

Standards

Oklahoma Academic Standards (Social Studies: United States 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.

Attachments

- Edward Dmytryk HUAC Testimony- HUAC Versus Hollywood - Spanish.docx
- Edward Dmytryk HUAC Testimony- HUAC Versus Hollywood - Spanish.pdf
- Edward Dmytryk HUAC Testimony- HUAC Versus Hollywood.docx
- Edward Dmytryk HUAC Testimony- HUAC Versus Hollywood.pdf
- Lesson Slides - HUAC v. Hollywood.pptx
- Lucille Ball HUAC Testimony- HUAC Versus Hollywood - Spanish.docx
- Lucille Ball HUAC Testimony- HUAC Versus Hollywood - Spanish.pdf
- Lucille Ball HUAC Testimony- HUAC Versus Hollywood.docx
- Lucille Ball HUAC Testimony- HUAC Versus Hollywood.pdf
- Paul Robeson HUAC Testimony- HUAC Versus Hollywood - Spanish.docx
- Paul Robeson HUAC Testimony- HUAC Versus Hollywood - Spanish.pdf
- Paul Robeson HUAC Testimony- HUAC Versus Hollywood.docx
- Paul Robeson HUAC Testimony- HUAC Versus Hollywood.pdf
- Pete Seeger HUAC Testimony- HUAC Versus Hollywood - Spanish.docx
- Pete Seeger HUAC Testimony- HUAC Versus Hollywood - Spanish.pdf
- Pete Seeger HUAC Testimony- HUAC Versus Hollywood.docx
- Pete Seeger HUAC Testimony- HUAC Versus Hollywood.pdf
- SOAPSTone - HUAC v. Hollywood - Spanish.docx
- SOAPSTone - HUAC v. Hollywood - Spanish.pdf
- SOAPSTone - HUAC v. Hollywood.docx
- SOAPSTone - HUAC v. Hollywood.pdf
- SOAPSTone Teacher's Guide - HUAC v. Hollywood.docx
- SOAPSTone Teacher's Guide - HUAC v. Hollywood.pdf
- Surprising-Interesting-Troubling- HUAC Versus Hollywood - Spanish.docx
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- Surprising-Interesting-Troubling- HUAC Versus Hollywood.pdf
- TACOS -HUAC v Hollywood - Spanish.docx
- TACOS -HUAC v Hollywood - Spanish.pdf
- TACOS -HUAC v Hollywood.docx
- TACOS -HUAC v Hollywood.pdf
- True for Who - HUAC v Hollywood - Spanish.docx
- True for Who - HUAC v Hollywood - Spanish.pdf
- True for Who - HUAC v Hollywood.docx
- True for Who - HUAC v Hollywood.pdf
- True for Who Teacher's Guide-HUAC v Hollywood.docx
- True for Who Teacher's Guide-HUAC v Hollywood.pdf

Materials

- Lesson Slides - (attached)
- T.A.C.O.S. handout - (attached; optional; one per student)
- Surprising, Interesting, Troubling handout - (attached; optional; one per student)
- SOAPSTone handout - (attached; one per student)
- SOAPSTone Teacher's Guide - (attached)
- True for Who? handout - (attached; one per group)

- True for Who? Teacher's Guide - (attached)
- Lucille Ball HUAC Testimony Transcript - (attached; one per student)
- Edward Dmytryk HUAC Testimony Transcript - (attached; one per student)
- Paul Robeson HUAC Testimony Transcript - (attached; one per student)
- Pete Seeger HUAC Testimony Transcript - (attached; one per student)
- Pencil or pen and notepaper
- Student computers or tablets for internet access

15 minutes

Engage

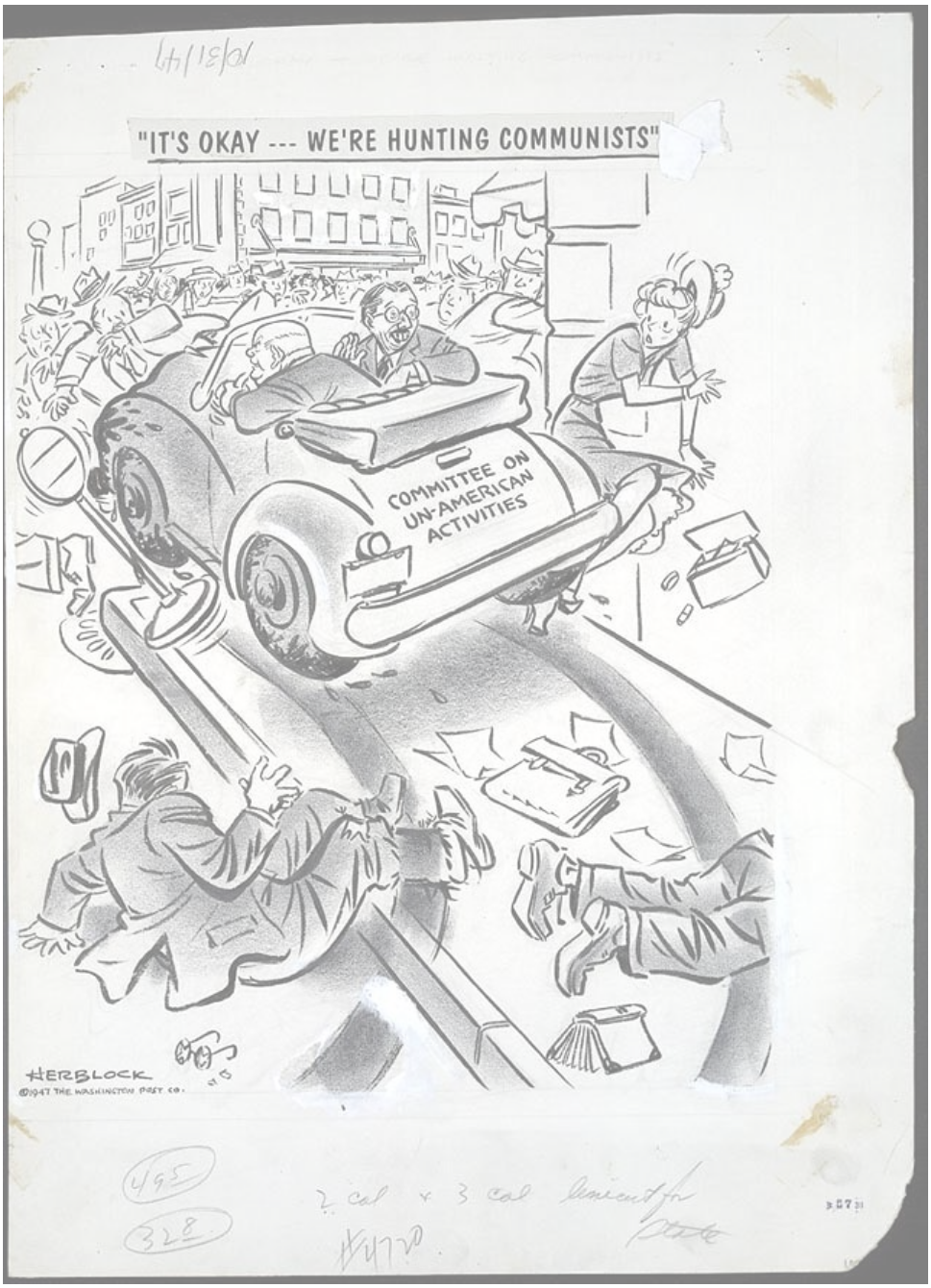
Introduce the lesson using the attached **Lesson Slides**. Display **slide 2** to share the essential question and **slide 3** to go over the lesson's learning objectives. Review them with students to the extent you feel necessary. Clarify for students that they will be hearing the terms "Second Red Scare" and "era of McCarthyism" used interchangeably, but they both refer to the same period in history.

Move to **slide 4** and share the instructional strategy T.A.C.O.S. with students.

Teacher's Note: T.A.C.O.S. Handout

You may choose to print the attached handout or have a class discussion analyzing the political cartoon. If you decide to have students try the T.A.C.O.S. strategy, you should give them about 10 minutes to work on the activity.

Display **slide 5** and pass out the optional attached **T.A.C.O.S. handout** to students. Provide students with time to look at the political cartoon that was published on October 31, 1947, after a week of testimony by Hollywood screenwriters including Ring Lardner, Jr., Lester Cole, Bertolt Brecht, and John Howard Lawson.



In this cartoon, artist Herbert Block depicts an automobile named "Committee on Un-American Activities" being driven recklessly by HUAC Committee Chairman, J. Parnell Thomas, as he runs over pedestrians on the sidewalk. The passenger, HUAC Chief Investigator, Robert E. Stripling, is reassuring the injured that "It's ok [because] we're hunting communists."

Possible Student Responses

Time Period: 1947 (students should be able to get close to the 1940s using their prior knowledge here)

Action: Two men in a car called "Committee on Un-American Activities" are driving recklessly through the streets.

Caption: "It's okay...we're hunting communists"

Objects: Students may point out the style of clothing the characters are wearing, the style of the car, or simply that they are dealing with a time period when communism in the U.S. was a scary reality.

Summary: It looks as if the message the artist is trying to portray is that, as long as you're hunting communists or doing the bidding of the government, it doesn't matter whom you run over. Everyone had the potential to be a victim of the Second Red Scare.

Allow for some time for class discussion of this political cartoon before moving on.

15 minutes

Explore

Display **slide 6** and share the 5-minute video, *What is McCarthyism? And how did it happen?*, with students.

Optional **slides 7 and 8** have been included for you to use should you want to have students share the Point of Most Significance or something Surprising, Interesting, and Troubling in the video once it is over. Additionally, there is an optional **Surprising-Interesting-Troubling handout** to pass out.

Teacher's Note: Optional Activities

Should you choose to have students share their Points of Most Significance, display **slide 7** and encourage them to take notes on a sheet of notebook paper as they are watching the video. Tell them that they should include in their notes the points from the video that they think are most important. After the video has ended, ask students to share with an Elbow Partner one point that they have written down in their notes which they believe to be the most significant. After Elbow Partners have had a minute to share their POMS, ask students if they would like to volunteer to share their POMS with the whole class.

Should you choose to have students work on the S-I-T activity, display **slide 8** and pass out the **Surprising-Interesting-Troubling handout**. Tell students that, as they watch the video about McCarthyism and how it came about, they should write down one (1) thing that surprises them, one (1) thing that is interesting to them, and one (1) thing that is troubling to them. After the video has ended, consider asking students to share any particular information presented in the video that surprised, interested, or troubled them.

Move to **slides 9-14** and take about five minutes to provide students with some background information on HUAC, Lucille Ball, Edward Dmytryk, Paul Robeson, Pete Seeger, and the Hollywood Ten.

45 minutes

Explain

Display **slide 15**. Pass out the attached **SOAPSTone handout** and share the instructional strategy SOAPSTone with students.

Move to **slide 16.** You have the option of either printing the attached **HUAC Testimony Transcripts** of **Lucille Ball**, **Edward Dmytryk**, **Paul Robeson**, and **Pete Seeger** and distributing them to students or having students access the linked Wakelet to read them.

Teacher's Note

Use this Wakelet for Spanish-speaking students.

Instruct students to take roughly half an hour to read through the transcripts. As they read, have them fill in their SOAPSTone handout with notes from the transcripts. Most of the information for their handout is pretty straightforward but understanding and pinpointing the *tone* of the interviews is what you want the students to focus on. Once the students have had an opportunity to read the transcripts and to work through their SOAPSTone handout, assign them into small groups and allow them about ten minutes to collaborate and share their responses. This is a good time for students to clear up any misconceptions they may have.

In order to get a sense of the types of responses that students should be providing on their handouts, feel free to consult the attached **SOAPSTone Teacher's Guide**.

Teacher's Note: Tone

After students have met in groups, take about five minutes to discuss the SOAPSTone activity and the testimony given by the entertainers with the whole class. Don't give away the tone and intonation but allude to it in such a way that helps the students understand how each of the witnesses were treated differently based on who they were, what they looked like, or how they portrayed themselves. Did they behave in such a way that was misleading to the committee? Were they being truthful?

45 minutes

Extend

Display **slide 17** and share the instructional strategy True for Who? with the students. Assign students to groups of 3 or 4. Distribute a copy of the **True for Who? handout** to each group. Instruct students to read and follow the directions on the top of the page. Let the groups know that they will have about 15 minutes to discuss and fill out their handouts.

To get a better idea of the types of responses that would be acceptable for this activity, feel free to consult the attached **True for Who? Teacher's Guide.**

After the students have completed the activity, take about 5 minutes to use **slides 18-29** to facilitate a whole group discussion.

After the students complete the activity, have them choose one of the statements and, using text evidence, briefly write about why they think that statement is fitting for their chosen witness.

Teacher's Note: Optional Mock Trial

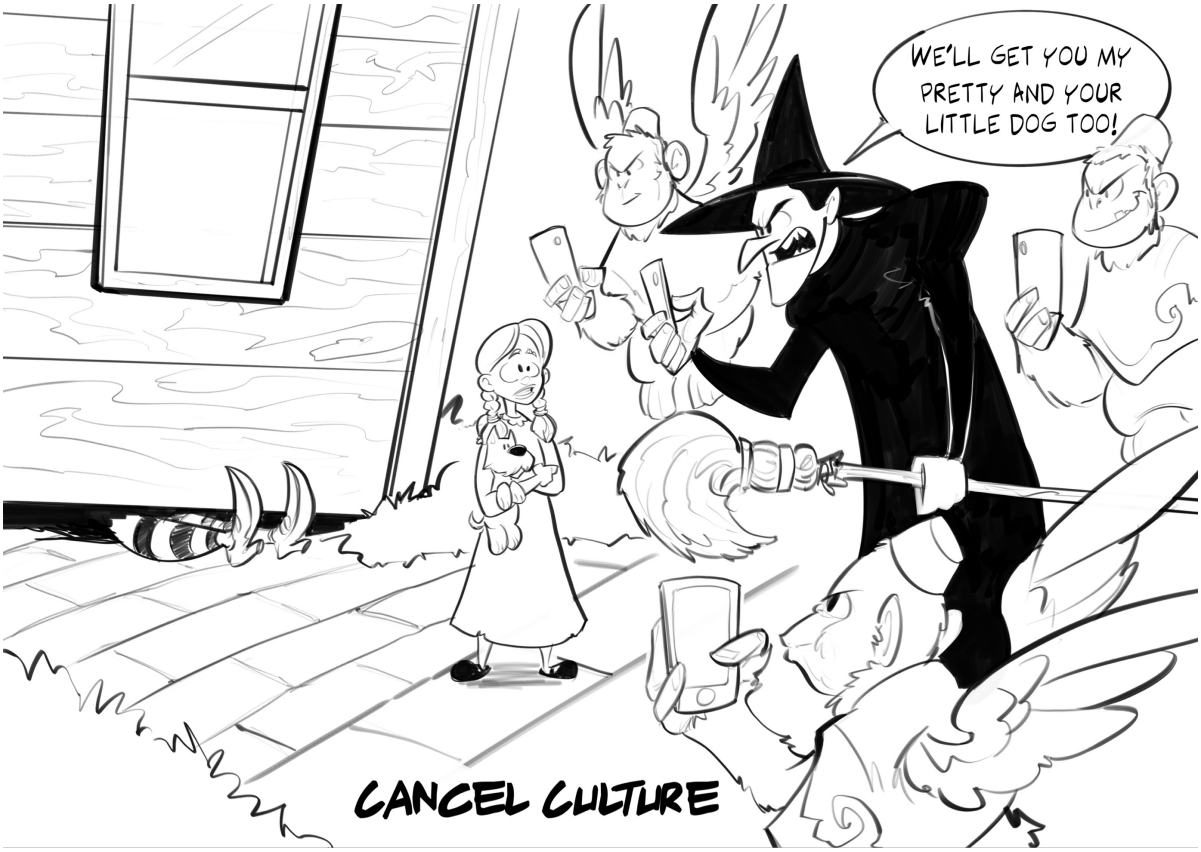
It would be beneficial for you and the students to stage several brief "mock trials" to provide the students with an opportunity to see and feel what those who were questioned went through. Provide each group you have created for the True for Who? activity with a testimony transcript to act out in front of the class. Each transcript has the "roles" listed on the first page. You can cast members of each group to play the different speaking roles, while other students in the class could serve as additional members of the HUAC committee or can sit in the audience. If you have access to your school's auditorium, consider setting up a row of desks on the stage for members of the committee, while the witness could sit in the front row of seats and other students observing the hearing could sit behind them.

Try to limit each trial to no more than 5 minutes. This exercise could be done either before or after the True for Who? activity.

10 minutes

Evaluate

Display **slide 30** and give students a moment to study the following political cartoon:



For this Exit Ticket, do not explain the cartoon to students, but ask them instead to take out a sheet of paper and take five minutes to write a paragraph or two in response to the following prompt:

1. What is the cartoonist trying to say about our current society?
2. Compare and contrast the behavior hinted at in this cartoon with the effects of the public's fear of communism during the Second Red Scare.

You can use **slides 31-34** as an epilogue to the lesson. Each contains information about the outcome of the hearings and the impact that they had on each entertainer's life.

Resources

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- Webster, S. (2022). Cancel culture. K20 Center. [Cartoon].
- Wikipedia. (2018, January 9). *U.S. filmmaker, Edward Dmytryk.* [Photograph]. https://en.wikipedia.org/wiki/File:Edward_Dmytryk.jpg.