

Loyola 2010 TAH Summer Session: Dr. Mark Fernandez

Title of Lesson:

Cold War DBQ: The Space Race as a result of COLD WAR fears.
(90 minute class)

Lesson Objective:

Students will analyze a set of documents (DBQ) dealing with the Cold War and the United States' involvement in the Space Race.

Grade Level Expectation (GLE):

- Analyze or interpret a given historical event, idea, or issue in U.S. history (H-1A-H2)
- Determine when primary and/or secondary sources would be most useful when analyzing historical events (H-1A-H3)
- Interpret a political cartoon depicting an historical event, issue, or perspective (H-1AH4)
- Describe the impact of the Cold War on American society and domestic policy (e.g., McCarthyism, Space Race) (H-1B-H14)

Essential Questions:

Discuss the extent to which Cold War fears impacted the Space Race in the United States in the period 1950 to 1970.

Materials Required: LCD Projector, Computer, Powerpoint, Discovery Education website, & DBQ documents.

Guided Practice or Mini Lesson:

1. After completing several chapters leading up to the arms race the students will review with a History in the Box lesson based on the Cold War.
2. Teacher will give a brief Powerpoint presentation that outlines the Cold War and Arms race using the program Discovery Education.
3. After summing up the lesson, teacher will transition into Guided Practice

Process or Activity Period:

1. Students will either work on this individually or in groups of two or more, depending on level of students.
2. Students will be given their DBQ packet. They will review their documents individually. If they work in groups they will then discuss among the group their impression of the primary sources.
3. Within the 90 minute class the students should conclude their thesis statement, introduction, outline and conclusion as per their DBQ rubric.

Assessment:

- Student response will be graded using standard DBQ rubric. Class debriefing following completion of DBQ. DBQ rubric included.

Document Based Question (DBQ)

Cold War Fears and Domestic Policies

Part A

QUESTION: Discuss the extent to which Cold War fears impacted the Space Race in the United States in the period 1950 to 1970.

DIRECTIONS: Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically with a well-formed thesis statement.

Use both the documents AND your knowledge of history to develop your answer. Only those answers with substantial use of both outside information and accurate interpretation of the documents will achieve high scores.

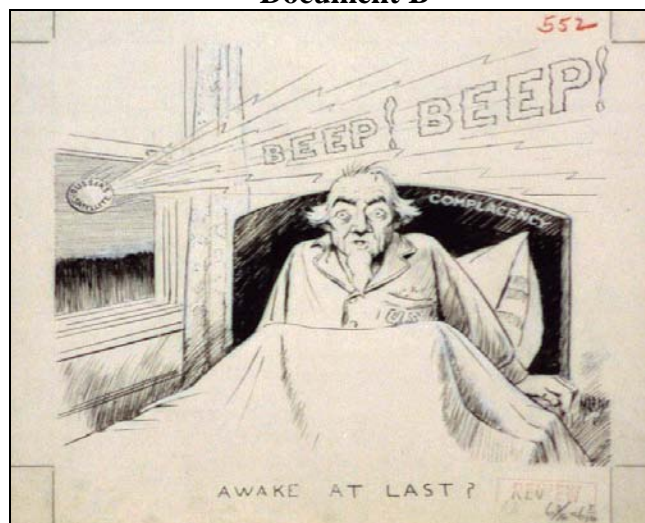
In crafting your answer, remember that you must use information from at least 75% of the documents.

Document A

I consider your crime worse than murder. Plain deliberate contemplated murder is dwarfed in magnitude by comparison with the crime you have committed. In committing the act of murder, the criminal kills only his victim. The immediate family is brought to grief and when justice is meted out the chapter is closed. But in your case, I believe your conduct in putting into the hands of the Russians the A-bomb years before our best scientists predicted Russia would perfect the bomb has already caused, in my opinion, the Communist aggression in Korea, with the resultant casualties exceeding 50,000 and who knows that millions more of innocent people may pay the price of your treason. Indeed, by your betrayal you undoubtedly have altered the course of history to the disadvantage of our country.

Judge Irving Kaufman's Sentencing Statement in the Trial of Julius and Ethel Rosenberg, April 5, 1951

Document B



In this cartoon Uncle Sam is being shaking awake by the noise of the Russian satellite Sputnik.

Document C

Excerpts from Time Magazine Article, 1957

The contents of the Tass announcement make clear two other propaganda themes that are likely to be pushed vigorously in the future as part of the Soviet capitalization on the space satellite success.

With much of the world now impressed by the Soviet rocket capabilities, the way seems open for the Soviet Union to use its alleged intercontinental ballistic missile capacity in an effort to wring political concessions.

Even before Friday's event, K. A. Vershinin, Soviet Air Marshal, had used the original missile claim to warn of the death and destruction the Soviet Union could wreak on its opponents.

One is the glorification of Soviet science and the re-assertion of its pre-eminent position in the scientific world. To a world that has in the past laughed at exaggerated Soviet claims of priority on inventing everything from radio to penicillin, the Soviet leaders have shown a most impressive achievement.

Second, the base has been laid for claiming that the feat in some way "proves" the superiority of the Soviet system of political and economic organization over all others in the world today.

Document D

1958 Time Magazine Article Titled - *Education: Wasteland, U.S.A.*

Two out of three high school students do not take chemistry, three out of four avoid physics, seven out of eight get no trigonometry or solid geometry. Some 100,000 seniors attend high schools that offer no advanced mathematics, and 61,000 go to schools that offer neither chemistry nor physics.

¶ Last year 14 states did not require even a single course in science or mathematics for a high school diploma. While 27 states maintain special supervisors for physical education, and all 48 have supervisors for home economics, agriculture and "distributive trades," only two states employ a mathematics supervisor, and only six have supervisors for science.

Document E



Document F



Document G

Eve of Destruction by Barry McQuire 1965

The eastern world it is explodin',
Violence flarin', bullets loadin',
You're old enough to kill but not for votin',
You don't believe in war, but what's that gun you're totin',
And even the Jordan river has bodies floatin',
But you tell me over and over and over again my friend,
Ah, you don't believe we're on the eve of destruction.

Don't you understand, what I'm trying to say?
Nn, Can't you feel the fears that I'm feeling today?
If the button is pushed, there's no running away,
There'll be no one to save with the world in a grave,
Take a look around you, boy, it's bound to scare you, boy,
And you tell me over and over and over again my friend,
Ah, you don't believe we're on the eve of destruction.

Yeah, my blood's so mad, feels like coagulatin',
I'm sittin' here, just contemplatin',
I can't twist the truth, it knows no regulation,
Handful of Senators don't pass legislation,
And marches alone can't bring integration,
When human respect is disintegratin',
This whole crazy world is just too frustratin',
And you tell me over and over and over again my friend,

Ah, you don't believe we're on the eve of destruction.

Think of all the hate there is in Red China!
Then take a look around to Selma, Alabama!
Ah, you may leave here, for four days in space,
But when your return, it's the same old place,
The poundin' of the drums, the pride and disgrace,
You can bury your dead, but don't leave a trace,
Hate your next-door-neighbour, but don't forget to say
grace,
And you tell me over and over and over and over again
my friend,
you don't believe we're on the eve of destruction. mmm,
no, no.
you don't believe we're on the eve of destruction.

Document H

21

1/24

125

January 19, 1962
P. O. #1
Deltow, Michigan

Dear President Kennedy,

I am thirteen years old & I'm in the eighth grade. Please don't throw my letter away until you've read what I have to say. Would you please answer me this one question? When God created the world, He sent man out to make a living with the tools He provided them with. They had to make their living on their own with what little they had. If He had wanted us to orbit the earth, reach the moon, or live on any of the planets, I believe He would have put us up there Himself or He would have given us missiles etc. to get there. While our country is spending billions of dollars on things we can get along without, while many refugees and other people are starving or trying to make a decent living to support their families. I think it is all just a waste of time & money when many talents could be put to better use in many ways, such as making our world a better place to live in. We don't really need space vehicles. I think our country should try to look out more for the welfare of its people so that we can be proud of the world we live in. At school they

6554

tell us that we study science so that we can make our world a better place to live in. But I don't think we need outer space travel to prove anything. The development of this space stuff that you have heard what it has to say will you please write me in answer to my question?
Thank you
Mary Lou Deltow

Document I

overconfidence and complacency.

The Apollo 204 accident was a tragic event in the nation's space program. Because of it there has been a thorough analysis and review of all aspects of the Apollo program. Consequently many changes have been made in the Apollo system design, operations, management, and procedures and NASA expects this will result in an improved spacecraft and booster system. The committee's review of the accident found nothing which would make the committee question this expectation. It is the committee's hope that the remainder of the program will be carried out with greater understanding and dedication than if there had been no accident. The total impact of the Apollo 204 accident on the Apollo program is not yet known. In continuing its close surveillance over the Apollo program, your committee will be especially mindful of the impact of the accident on program schedules and cost, and on the effectiveness of the changes in management and operations made by NASA during the past several months.

RECOMMENDATIONS

The committee recommends that NASA continue to move the Apollo program forward to achieve its goal.

NASA has testified that it is still possible to achieve a manned landing on the moon and a safe return to earth before the end of 1969 provided that this can be accomplished within the first nine Saturn V flights. The Apollo 204 accident, however, may well cause the date for an American landing on the moon to be accomplished early in the next decade outside the schedule set in 1961. That would be regrettable. When set in 1961, it was a goal set for achievement and it was technically feasible. While this goal has attracted a great deal of attention in terms of national prestige, as a pacesetter for the program and as a rallying point for the people on the program, its true significance is seldom mentioned. The target date was and still is essential to efficient management of the program. It is essential to the planning process and to maintaining a vigorous and competent organization. Any program and particularly the largest and most complex research and development program ever undertaken by man—the Apollo program—must have scheduled goals. The schedule is an essential and significant management tool—without it the program would require more and more time and more and more money.

Safety must be considered of paramount importance in the manned space flight program even at the expense of target dates. The earnest declaration that "safety is our prime consideration" must be transfused into watchfulness so that people do not again stumble into the pitfall of complacency. NASA's creation of a Flight Safety Office with broadened capabilities and better lines of communication is a step in that direction. The Congress, in the National Aeronautics and Space Administration's fiscal year 1968 authorization act,¹⁸ directed

¹⁸ Public Law 90-67.

Score of 5

- Thoroughly addresses all aspects of the task by accurately analyzing & interpreting most of the documents.
- Incorporates relevant outside information
- Richly supports outline with relevant facts, examples, and details
- Writes a well-organized outline, consistently demonstrating a logical & clear plan of organization.
- Includes a strong introduction
- Includes a strong conclusion
- Includes an original thesis statement

Score of 4

- Addresses all aspects of the task by accurately analyzing & interpreting most of the documents.
- Incorporates relevant outside information.
- Supports outline with relevant facts, examples and details-may be more descriptive than analytical.
- Writes a well-organized outline, demonstrating a logical and clear plan of organization
- Includes a good introduction
- Includes a good conclusion
- Includes a clear thesis statement

Score of 3

- Addresses most aspects of the task or all aspects in a limited way
- Incorporates limited or no relevant outside information
- Uses some facts, examples, and details-but is more descriptive than analytical
- Writes a satisfactorily developed outline, demonstrating a general plan of organization
- States the theme in the conclusion
- Includes a thesis statement

Score of 2

- Attempts to address some aspects of the task by accurately analyzing & interpreting most of the documents
- Incorporates limited or no outside information
- Uses few facts, examples, and details-simply restates contents of documents
- Writes a poorly organized outline, lacking focus
- Has a vague or missing introduction
- Has a vague or missing conclusion
- Lacks a clear thesis statement

Score of 1

- Shows limited understanding of the task with vague, unclear references to the documents
- Presents no relevant outside information
- Attempts to complete the task but demonstrates a major weakness in organization
- Uses few or no accurate or relevant facts, details, or examples
- Has vague or missing introduction or conclusion

Score of 0

- Fails to address the task
- Writing is illegible
- Blank paper

Comments: