

School During the Cold War

This program is designed to give learners an immersive experience as students in a one-room schoolhouse in the Cold War Era. Learners will take part in a simulation of what education was like under these circumstances, as well as learn about the events and culture of the 1940s and 1950s in the United States. The program is designed to last about 4 hours and 15 minutes. This program is intended for middle-school-age students (approximately 6th to 9th grade), but could be adapted for older and younger learners.

Pre-activities were designed to give students an understanding of the context of the Cold War through the review of a Crash Course video and a geography activity, as well as an understanding of the impact the fear of nuclear warfare had on everyday life.

While at the Little Red Schoolhouse, students will briefly learn about one-room schoolhouses and more about the history of the 1940s-1950s. They will partake in lessons about the time using period materials and textbooks. These lessons include one overall titled “conflict,” which covers the countries involved in the Cold War and the role communism played. There is also a math lesson designed to be used with a Sears catalog and the newly invented credit card. Finally, there is a lesson discussing the boom of new inventions and technological developments in the post WWII and Space Race eras.

Students are also given time for a lunch and a recess where they will play games popular during the 1950s. Following this, students will partake in period activities, which includes a review of the Bert the Turtle video they watched as a pre-activity and a discussion and simulation of a nuclear attack drill, just as 1950s school children would have practiced. Finally, to conclude the day, students will be taught a few dances popular during the 1950s and given the opportunity to show off their new moves in one of the most well known activities from the 1950s, a Sock Hop.

After returning to the classroom, there are also some post-activities for students to complete to reinforce their learning and understanding of the 1950s. These include examining Civil Defense posters, looking at pop culture, foods, and inventions, and a vocab review. The educational standards, including both Common Core and Pennsylvania State Standards, are listed on the following pages.

Educational Standards

History:

8.2.12.C. - Identify and evaluate how continuity and change have influenced Pennsylvania history from the 1890s to Present.

8.1.9.A.- Compare patterns of continuity and change over time, applying context of events.

8.1.9.B.- Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

8.1.9.C. -Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)

8.3.9.A. -Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S

8.3.9.B.-Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

8.3.9.C.- Analyze how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

8.3.9.D.- Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

8.4.9.A.- Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history

8.4.9.B.- Contrast the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.9.C.- Analyze how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization

8.4.9.D. -Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

Math:

CCSS.7.RP - Analyze proportional relationships and use them to solve real world problems.

CCSS.HS.A-SSE - Interpret the structure of expressions.

CCSS.HS.F-IF - Interpret functions that arise in applications in terms of the context.

CCSS.HS.F-BF - Build a function that models a relationship between two quantities.

English/Reading:

CC.8.5.9-10.B.- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CC.8.5.9-10.C.- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CC.8.5.9-10.D.-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Geography:

7.2.W.A- Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.

7.2.9.A- Explain the physical characteristics of places and regions, including spatial patterns of Earth's physical systems.

7.3.9.A- Explain the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement
- Economic Activities
- Political Activities

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