

## Sample Social Studies Learning Plan

### Big Idea/ Topic

#### Museum of the Cold War

Connecting Theme/Enduring Understanding:

**Culture:** The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

**Governance:** The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

**Location:** The student will understand that location affects a society's economy, culture, and development.

**Technological Innovation:** The student will understand that technological innovations have consequences, both intended and unintended, for a society.

Essential Question:

How can we prevent another Cold War?

### Standard Alignment

**SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.**

- a. Explain the arms race, include: development of nuclear weapons, and efforts to limit the spread of nuclear weapons.
- b. Describe the formation of the state of Israel and the Arab-Israeli Conflict.
- d. Analyze opposition movements to existing political systems, include- the fall of the Berlin Wall.

Connection to Literacy Standards for Social Studies and Social Studies Matrices

L9-10RH2: 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.

L9-10RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.

L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

**Map and Globe skills –**

8 (draw conclusions and make generalizations based on information from maps)

10 compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities

**Information Processing Skills–1** (compare similarities and differences) , 6 (identify and use primary and secondary sources)

## Instructional Design

**\*This lesson has a flexible timeline and will cross over several days.**

**This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See bottom of lesson for list of unplugged supplies.**

*Important Note: In this digital age when students have easy access to information that can be difficult to absorb, it is a good idea be aware of where students are going to find information and images about the topics under discussion. One way to address this concern is to provide students with specific resources with the content information they need to complete the assignment. Be sure to review all of the sources you provide to ensure they are appropriate for your students and edit the PPT and sources as necessary.*

### Part 1: Mission Possible

The focus of this lesson is for students to evaluate the message behind learning about the cold war. TIP: Explaining to students what they will create at the end of the lesson will indicate to them that daily instruction is part of their research for the project they will complete. It will help them ask better questions and collect helpful documents, images, and information. Ultimately it can lead to better projects and student success.

Follow the directions in slides 1-4 with students of [the presentation](#). Slide 5 includes a [“Crash Course: USA vs USSR Fight! The Cold War: Crash Course World History #39” video overview of the Cold War](#). because students will code the text for social, economic, and political impact, it is a good idea to have them look for that information in short segments of this video followed by whole class sharing of what they found and how they categorized it (S, E, P). A few things to consider about this video:

- The crash course video narration is very fast. It is a good idea to pause every 2-3 minutes to allow students time to process and identify ideas. This way they won't miss information while they are writing.
- This video is 12:15 long and is full of good information. You could select a smaller section of the video to save time and focus only on information specific to the GSE.
- **Important note- This video also uses an image of Stalin with a donkey hat and calls him an “asshat” at 2:53 then say’s it is not cussing since they are showing Stalin in donkey hat.**

Alternative videos: Khan Academy video from a US perspective [“Origins of the Cold War.”](#) Length 11:58; there is also a Crash Course video from a US perspective [“The Cold War: Crash Course US History #37”](#). Length 13:34

**\*Unplugged variation** – Students should follow the instructions in slides 1-4, responding in their interactive notebook/journal. Replace slide 5 with the article below that gives a similar overview. Pre-code the text with explanations in a few places at the beginning as a model and ask students to continue coding and giving an explanation.

### Part 2: Report to Your Stations!

For this portion of the lesson students will work in stations to answer the questions in [slides 7-15](#). There are guiding questions for each station and students are instructed to code each source. At the end of each station, students are asked what they believe the big ideas are and what artifacts from this section they might want to include in their museum. Select a source set for each station from the resources you love and/or from some of the sources below. Be sure that your source set provides enough information for students to answer the questions provided AND gives them ideas for their museum.



## Station 1: Arms Race

- <https://www.newyorker.com/news/news-desk/the-growing-dangers-of-the-new-nuclear-arms-race>
- [The Arms Race and the Space Race](#). BBC. Contains a good overview and timeline.
- [Arms Race](#). History Channel. Overview video and article with clickable links
- [Einstein-Szilard Letter to FDR. 1939](#). (attached below) Albert Einstein was the world's most renowned physicist and a Nobel Prize winner. He fled Germany in the 1930s and established himself in the United States. Hungarian refugees Leo Szilard, Eugene Wigner, and Edward Teller persuaded Einstein to warn President Franklin D. Roosevelt about the possibility that Germany could develop an atomic bomb, and urged FDR to consider a similar program in the United States.
- [Treaty on the Prohibition of Nuclear Weapons. United Nations. 2017](#). Treaty overview, background, and link to the full document.

## Station 2: Berlin Wall

- [Berlin Wall Anniversary – Angela Merkel Pins Rose to Fallen Wall and Urges Europe to Defend 'Freedom' 30 years on](#). The Irish Sun. 2019. Article, images and video.
- [Bones And Grooves: The Weird Secret History Of Soviet X-Ray Music](#). NPR. 2016. This story is both engaging and speaks to the social impact of the Berlin Wall. It incorporates images and music as well.
- [Interactive Map of the Berlin Wall](#).
- [Germany is Still Divided by East and West](#). Vivid Maps. 2021. This site has several different types of maps depicting the differences between East and West Germany.

## Station 3: Formation of Israel and the Arab-Israeli Conflict

- [The Question of Palestine. United Nations](#). Timeline with summary and some primary source images.
- [State of Israel Proclaimed. History.com](#).
- [Israel. Britannica. 2021](#). This article contains the history of the formation of Israel, several images, videos, and maps.
- [Arab-Israeli Wars. Britannica](#). This article contains the history of the formation of Israel, several images, videos, and maps.
- [Israeli Palestinian Conflict: Two Viewpoints: One Tragic Outcome. CNN. 2015](#). This article includes a video and provides an Israeli viewpoint in the main video. Further down, a second video "Palestinian Anger Over Israeli Security Measures" shows a Palestinian perspective though it is not parallel to the main video.
- [Palestinian Perspectives on the Future. The Elders. 2020](#).
- [Understanding the Israeli-Palestinian Conflict. World Affairs Council. 2009](#). A Resource Packet for Educators.
- [The Israeli-Palestinian Conflict: A Lesson in Perspective](#). Teacher created lesson 2007.

**\*Unplugged variation** – Students should follow the instructions in slides 7-15 and record their responses on the printout or in their journals/notebooks. Provide handouts of the selected source material for each station.

### **Part 3:** Museum of the Cold War:

The final steps in this lesson involve students creating their museums by following the instructions in [slides 16-21](#). This can be done individually or as a small group. If students are doing the assignment in small groups, they can submit their journal entries for slides 10, 12, and 14-15 to support their individual work on the assignment.



**\*Unplugged variation** – Students should follow the instructions in slides 7-14 and record their responses on the printout or in their journals/notebooks. Provide printouts of the selected source material for each station.

#### **Part 4:** Optional – Cold War Mix Tape & The Next Cold War

Students should complete the instructions in [slides 22-24](#).

**\*Unplugged variation** – Students should complete the instructions on slides 22-24. Print the lyrics for each song and the articles on slide 24 so students can complete the activities

## **Student Learning Supports**

### **Ideas for Differentiation:**

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.

- Consider turning on subtitles and/or provide the transcript of the Crash Course episode to students who might need it, whether they are plugged or unplugged. The transcript for this video is included below. To print the transcripts from a YouTube video, click the “...” next to save below the video (note: the video must have a CC option) and select “open transcript.” The transcript will appear at the top right beside the video. Copy and paste the text into a word document to print. Alternatively, you can find all of the [transcripts for Crash Course videos here](#).
- The narrator in the crash course video speaks extremely rapidly, it is a good idea to pause the video every 2-3 minutes, so students have time to process, take notes, or ask questions.
- Practice gradual release with new skills such as coding the text. Providing the first few examples and letting them work in small groups on tasks allows for sharing of diverse ideas and provides support. Students who are unplugged may need more completed examples of coding the text to use as a guide.
- For the final project, allow students to work individually or in small groups. For small groups consider having students assign tasks or roles to balance the work.
- Consider reducing the number of questions, responses, & stations as needed for plugged and unplugged students.
- Vary text levels using <https://rewordify.com/> or use a website like natural reader.

### **Opportunities for Extension:**

- Part 4 – Cold War Mix Tape and the Next Cold War

## **Evidence of Student Success**

Information for diagnostic, formative, and summative assessments are described within the Instructional Design.

## **Engaging Families**

Materials included to support unplugged learners: [Museum of the Cold War Presentation](#), Lesson checklist, Crash Course Transcript, source set for each station, printed lyrics for the mix tape, rubric, and articles for part 4.

Materials not included to support unplugged learners: paper, pens/pencils



# Museum of the Cold War Lesson Checklist

The Big Question: How can we prevent another Cold War?

## What you need to know:

**SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.**

- a. Explain the arms race, include: development of nuclear weapons, and efforts to limit the spread of nuclear weapons.
- b. Describe the formation of the state of Israel and the Arab-Israeli Conflict.
- d. Analyze opposition movements to existing political systems, include- the fall of the Berlin Wall.

## Part 1: Mission Possible

- Follow the instructions on slides 1-5. Complete assignments and answer questions in your interactive journal/notebook or on the handouts.

## Part 2: Report to Your Stations!

- Follow the instructions on slides 7-15. Complete assignments and answer questions in your interactive journal/notebook or on the handouts.
  - Use the source material provided for each section.

## Part 3: Build your Museum of the Cold War

- Follow the instructions on slides 16-21 to think about how to build your Museum of the Cold War.
- You may build your museum in a digital format (PPT, Google Slides, etc.) or on paper using images you draw, cut out from the material provided, or magazines.
  - Refer to the rubric to ensure you have all the requirements.

## Part 4: Optional – Cold War Mix Tape & the Next Cold War

- Follow the instructions on slides 22-23. Complete assignments and answer questions in your interactive journal/notebook or on the handouts.
  - Use lyric printouts for this activity.
- Follow the instructions on slide 24. Complete assignments and answer questions in your interactive journal/notebook or on the handouts.
  - Use the articles provided to answer the question.



# Crash Course “USA vs USSR Fight! The Cold War: Crash Course World History #39” Transcript

Hi, I’m John Green, this is Crash Course World History and today we’re gonna talk about the Cold War, which actually lasted into my lifetime, which means that I can bore you with stories from my past like your grandpa does. When I was a kid, they made us practice hiding under our desks in the event of a nuclear attack, because, you know, school desks are super good at repelling radiation.

Past John: Mr. Green, Mr. Green! Right, remember in elementary school there was this special guest who’d defected from the Soviet Union, and he had--

John: Like this crazy Russian accent and he kept going on and on about how Reagan should spit in Gorbachev’s face instead of signing treaties with him.

Past John: And I was like, whoa dude calm down. You’re in a room full of third graders.

John: And then for like months afterward on the playground, we’d play Reagan-Gorbachev and spit in each other’s faces. Those were the days. Sometimes I forget that you’re me, Me from the Past.

Past John: Yeah, it’s just really nice to talk to you and feel like you’re lis --

John: You’re boring. Cue the intro.

[intro plays]

So the Cold War was a rivalry between the USSR and the USA that played out globally. We’ve tried to shy away from calling conflicts ideological or civilizational here on Crash Course, but in this case, the “clash of civilizations” model really does apply. Socialism, at least as Marx constructed it, wanted to take over the world, and many Soviets saw themselves in a conflict with bourgeois capitalism itself. And the Soviets saw American rebuilding efforts in Europe and Japan as the U.S. trying to expand its markets, which, by the way, is exactly what we were doing.

So the U.S. feared that the USSR wanted to destroy democratic and capitalist institutions. And the Soviets feared that the US wanted to use its money and power to dominate Europe and eventually destroy the Soviet system. And both parties were right to be worried. It’s not paranoia if they really are out to get you.

Now of course we’ve seen a lot of geopolitical struggles between major world powers here on Crash Course, but this time there was the special added bonus that war could lead to the destruction of the human species. That was new for world history, and it’s worth remembering: It’s still new. Here’s the period of time we’ve discussed on Crash Course. And this is how long we’ve had the technological capability to exterminate ourselves. So that’s worrisome.



Immediately after World War II, the Soviets created a sphere of influence in eastern Europe, dominating the countries where the Red Army had pushed back the Nazis, which is why Winston Churchill famously said in 1946 that an “Iron Curtain” had descended across Europe.

While the dates of the Cold War are usually given between 1945 and 1990, a number of historians will tell you that it actually started during World War II. Stalin’s distrust of the U.S. and Britain kept growing as they refused to invade Europe and open up a second front against the Nazis. And some even say that the decision to drop the first Atomic Bombs on Japan was motivated in part by a desire to intimidate the Soviets. That sort of worked, but only insofar as it motivated the Soviets to develop atomic bombs of their own — they successfully tested their first one in 1949.

From the beginning, the U.S had the advantage because it had more money and power and could provide Europe protection (what with its army and one of a kind nuclear arsenal) while Europe rebuilt. The USSR had to rebuild itself, and also they had the significant disadvantage of being controlled by noted asshole Joseph Stalin. I will remind you, it’s not cursing if he’s wearing an ass for a hat. Oh, I guess it’s time for the open letter.

An Open Letter to Joseph Stalin.

But first, let’s see what’s in the secret compartment today. Oh, it’s silly putty. Silly putty: the thing that won the Cold War. This is exactly the kind of useless consumer good that would never have been produced in the Soviet Union. And it is because we had so much more consumer spending, on stuff like silly putty, that we won the Cold War. Go team!

Dear Joseph Stalin,

You really sucked. There was a great moment in your life, at your first wife’s funeral, when you said, “I don’t think I shall ever love again.” And then later, you had that wife’s whole family killed. Putting aside the fact that you’re responsible for tens of millions of deaths, I don’t like you because of the way that you treated your son, Yakov. I mean, you were really mean to him and then he shot himself and he didn’t die and you said, “He can’t even shoot straight.” And then later, when he was captured during World War II, you had a chance to exchange prisoners for him, but you declined. And then he died in a prison camp. You were a terrible leader, a terrible person, and a terrible father.

Best wishes, John Green

Alright, let’s go to the Thought Bubble.

Europe was the first battleground of the Cold War, especially Germany, which was divided into 2 parts with the former capital, Berlin, also divided into 2 parts. And yes, I know the western part was divided into smaller occupation zones, but I’m simplifying. In 1948, the Soviets tried to cut off West Berlin, by closing the main road that led into the city, but the Berlin airlift stopped them. And then in 1961, the Soviets tried again and



this time they were much more successful building a wall around West Berlin, although it's worth noting that the thing was up for less than 30 years. I mean, Meatloaf's career has lasted longer than the Berlin Wall did.

The U.S. response to the Soviets was a policy called containment; it basically involved stopping the spread of communism by standing up to the Soviets wherever they seemed to want to expand. In Europe this meant spending a lot of money. First the Marshall Plan spent \$13 billion on re-building western Europe with grants and credits that Europeans would spend on American consumer goods and on construction. Capitalism's cheap food and plentiful stuff, it was hoped, would stop the spread of communism.

The US also tried to slow the spread of communism by founding NATO and with CIA interventions in elections where communists had a chance, as in Italy. But despite all the great spy novels and shaken not stirred martinis, the Cold War never did heat up in Europe.

Probably the most important part of the Cold War that people just don't remember these days is the nuclear arms race. Both sides developed nuclear arsenals, the Soviets initially with the help of spies who stole American secrets. Eventually the nuclear arsenals were so big that the U.S. and USSR agreed on a strategy appropriately called MAD, which stood for "mutually assured destruction." Thanks Thought Bubble.

And yes, nuclear weapons were, and are, capable of destroying humanity many times over. But only once or twice did we get close to nuclear war: during the 1962 Cuban Missile Crisis and then again in 1983, when we forgot to give the Russians the heads up that we were doing some war games, which made it look like we had launched a first strike. OUR BAD!

But even though mutually assured destruction prevented direct conflict, there was plenty of hot war in the Cold War. The Korean War saw lots of fighting between communists and capitalists, as did the Vietnam War. I mean, these days we remember "the domino effect" as silly paranoia, but after Korea and especially China became communist, Vietnam's movement toward communism seemed very much a threat to Japan, which the U.S. had helped re-make into a vibrant capitalist ally. So the US got bogged down in one of its longest wars while the Soviets assisted the North Vietnamese army in the Viet Cong.

But then we paid them back by supporting the anti-communist mujaheddin after the Soviets invaded Afghanistan in 1979. Of course, as we now know, nobody conquers Afghanistan ...unless you are the mongols. So after 10 disastrous years, the Soviets finally abandoned Afghanistan. Some of those mujahideen later became members of the Taliban, though, so it's difficult to say that anyone won that war.

But it wasn't just Asia: In Nicaragua, the US supported rebels to overthrow the leftist government; in El Salvador, the US bolstered authoritarian regimes that were threatened by left-wing guerrillas. The United States ended up supporting a lot of awful governments, like the one in Guatemala, which held onto power through the use of death squads. Frankly, all our attempts to stabilize governments in Latin America led to some very unstable Latin American governments, and quite a lot of violence.

And then there were the luke-warm conflicts, like The Suez Crisis where British and French paratroopers were sent in to try to stop Egypt from nationalizing the Suez canal. Or all the American covert operations to keep





various countries from “falling” to communism. These included the famous CIA-engineered coup to overthrow Iran’s democratically elected prime minister Mohammad Mosaddegh after his government attempted to nationalize Iran’s oil industry. And the CIA helping Chile’s General Augusto Pinochet overthrow democratically elected Marxist president Salvador Allende in 1973.

And lest we think the Americans were the only bad guys in this, the Soviets used force to crush popular uprisings in Hungary in 1956 and in Czechoslovakia in 1968.

So, you may have noticed that our discussion of the Cold War has branched out from Europe to include Asia, and the Middle East, and Latin America. And in fact, almost every part of the globe was involved in some way with the planet being divided into three “worlds.” The first world was the U.S., Western Europe and any place that embraced capitalism and a more or less democratic form of government. The Second World was the Soviet Union and its satellites, mostly the Warsaw Pact nations, China and Cuba. The Third World was everyone else and we don’t use this term anymore because it lumps together a hugely diverse range of countries.

We’ll talk more about the specific economic and development challenges faced by the so-called “Third World countries,” but the big one in terms of the Cold War, was that neither the U.S. nor the Soviets wanted any of these countries to remain neutral. Every nation was supposed to pick sides, either capitalist or communist, and while it seems like an easy choice now, in the 50s and 60s, it wasn’t nearly so clear. I mean, for a little while, it seemed like the Soviets might come out ahead, at least in the Third World. For a while, capitalism, and especially the United States, seemed to lose some of its luster. The US propped up dictatorships, had a poor civil rights record, we sucked at women’s gymnastics. Plus, the Soviets were the first to put a satellite, a man, and a dog into space. Plus, Marxists just seemed cooler, which is why you never see Milton Friedman t-shirts... until now available at DFTBA.com. I like that, Stan, but I’m more of a centrist. Can I get a Keynes shirt? Yes. That, now that’s hot.

But Soviet socialism did not finally prove to be a viable alternative to industrial capitalism. Over time, state-run economies just generally don’t fare as well as private enterprise, and people like living in a world where they can have more stuff. More importantly, Soviet policies were just bad: collectivized agriculture stymied production and led to famine; suppression of dissent and traditional cultures made people angry; and no one likes suffering the humiliation of driving a Yugo.

But why the Cold War ended when it did is one of the most interesting questions of the 20th century. It probably wasn’t Ronald Reagan bankrupting the Soviets, despite what some politicians believe. The USSR had more satellite states that it needed to spend more to prop up than the U.S. had to invest in its Allies. And the Soviet system could never keep up with economic growth in the West. But, probably the individual most responsible for the end of the Cold War was Mikhail Baryshnikov. No? Mikhail Gorbachev? Well, that’s boring. I always thought the Soviets danced their way to freedom. No? It was Glasnost and Perestroika? Alright.

But Gorbachev’s Perestroika and Glasnost opened up the Soviet political and economic systems with contested local elections, less restricted civil society groups, less censorship, more autonomy for the Soviet Republics, more non-state-run businesses and more autonomy for state-run farms. Glasnost or “openness” led



to more information from the west and less censorship led to a flood of criticism as people realized how much poorer the second world was than the first.

And one by one, often quite suddenly, former communist states collapsed. In Germany, the Berlin Wall came down in 1989 and East and West Germany were reunited in 1990. In Poland, the Gdansk dockworker's union Solidarity turned into a mass political movement and won 99 of the 100 seats it was allowed to contest in the 1989 election. Hungary held multiparty elections in 1990. The same year, mass demonstrations led to elections in Czechoslovakia. In 1993, that country split up into Slovakia and the Czech Republic, the happiest and most mutually beneficial divorce since Cher left Sonny.

Of course sometimes the transition away from communism was violent and painful. In Romania, for instance, the communist dictator Ceausecu held onto power until he was tried and put before a firing squad at the end of 1989. And it took until 1996 for a non-communist government to take power there. And in Yugoslavia, well, not so great. And in Russia, it's a little bit Putin-ey. Ah! Putin.

But just twenty years later, it's hard to believe that the world was once dominated by two super powers held in check mutually assured destruction. What's really amazing to me, though, is that until the late 1980s, it felt like the Cold War was gonna go on forever. Time seems to slow as it approaches us, & living in the post-Cold War nuclear age, we should remember that the past feels distant even when it's near, and that the future seems assured — even though it isn't. Thanks for watching. I'll see you next week.

Crash Course is produced and directed by Stan Muller. Our script supervisor is Meredith Danko. Our associate producer is Danica Johnson. The show is written by my high school history teacher Raoul Meyer and myself. And our graphics team is Thought Bubble. Last week's phrase of the week was "Justin Bieber" Thanks for that suggestion. If you'd like to suggest future phrases of the week, you can do so in comments where you can also ask questions about today's video that will be answered by our team of historians. Thanks for watching Crash Course and as we say in my hometown, Don't Forget To Be Awesome.



Albert Einstein  
Old Grove Rd.  
Massena Point  
Peconic, Long Island  
August 2nd, 1939

F.D. Roosevelt,  
President of the United States,  
White House  
Washington, D.C.

Sir:

Some recent work by E. Fermi and L. Szilard, which has been communicated to me in manuscript, leads me to expect that the element uranium may be turned into a new and important source of energy in the immediate future. Certain aspects of the situation which has arisen seem to call for watchfulness and, if necessary, quick action on the part of the Administration. I believe therefore that it is my duty to bring to your attention the following facts and recommendations:

In the course of the last four months it has been made probable - through the work of Joliot in France as well as Fermi and Szilard in America - that it may become possible to set up a nuclear chain reaction in a large mass of uranium, by which vast amounts of power and large quantities of new radium-like elements would be generated. Now it appears almost certain that this could be achieved in the immediate future.

This new phenomenon would also lead to the construction of bombs, and it is conceivable - though much less certain - that extremely powerful bombs of a new type may thus be constructed. A single bomb of this type, carried by boat and exploded in a port, might very well destroy the whole port together with some of the surrounding territory. However, such bombs might very well prove to be too heavy for transportation by air.

The United States has only very poor ores of uranium in moderate quantities. There is some good ore in Canada and the former Czechoslovakia, while the most important source of uranium is Belgian Congo.

In view of this situation you may think it desirable to have some permanent contact maintained between the Administration and the group of physicists working on chain reactions in America. One possible way of achieving this might be for you to entrust with this task a person who has your confidence and who could perhaps serve in an unofficial capacity. His task might comprise the following:

a) to approach Government Departments, keep them informed of the further development, and put forward recommendations for Government action, giving particular attention to the problem of securing a supply of uranium ore for the United States;

b) to speed up the experimental work, which is at present being carried on within the limits of the budgets of University laboratories, by providing funds, if such funds be required, through his contacts with private persons who are willing to make contributions for this cause, and perhaps also by obtaining the co-operation of industrial laboratories which have the necessary equipment.

I understand that Germany has actually stopped the sale of uranium from the Czechoslovakian mines which she has taken over. That she should have taken such early action might perhaps be understood on the ground that the son of the German Under-Secretary of State, von Weizsäcker, is attached to the Kaiser-Wilhelm-Institut in Berlin where some of the American work on uranium is now being repeated.

Yours very truly,

*A. Einstein*  
(Albert Einstein)

## Museum of the Cold War

Name: \_\_\_\_\_

<i>Criteria</i>	<i>1-2 Approaching Expectation</i>	<i>3-4 Meets Expectation</i>	<i>5 Exceeds Expectation</i>	<i>Student Score</i>	<i>Instructor Score</i>
<i>Artifacts</i>	<ul style="list-style-type: none"> <li>• Museum pieces show some planning and organization.</li> <li>• There are fewer than 10 pieces and some pieces connect to the theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Museum pieces are clearly planned and organized.</li> <li>• There are at least 10 pieces and most pieces connect to the theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Museum pieces are chosen with care and well planned and organized.</li> <li>• There are at least 10 pieces, and each piece connects to the theme.</li> </ul>		
<i>Content</i>	<ul style="list-style-type: none"> <li>• Some of the design elements (building and exhibits) are explained as they relate to the essential question and big ideas.</li> <li>• Most of the museum pieces have labels that explain what it is and why it was chosen.</li> <li>• The building and artifacts selected address some of the big ideas of the Cold War &amp; topics from the stations.</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the design elements (building and exhibits) are explained as they relate to the essential question and big ideas.</li> <li>• Most of the museum pieces have labels that explain what it is and why it was chosen.</li> <li>• The building and artifacts selected address most of the big ideas of the Cold War &amp; topics from the stations.</li> </ul>	<ul style="list-style-type: none"> <li>• Each part of the design elements (building and exhibits) are explained as they relate to the essential question and big ideas.</li> <li>• Each museum piece has a label that explains what it is and why it was chosen.</li> <li>• The building and artifacts selected address the big ideas of the Cold War as well as topics from all 3 stations.</li> </ul>		
<i>Design</i>	<ul style="list-style-type: none"> <li>• The building design contains a relevant message.</li> <li>• The overall design and flow of information in the museum are somewhat organized.</li> </ul>	<ul style="list-style-type: none"> <li>• The building design captures curiosity, invites exploration, or contains a powerful message.</li> <li>• The overall design and flow of information in the museum are well organized.</li> </ul>	<ul style="list-style-type: none"> <li>• The building design/explanation captures curiosity, invites exploration, and contains a powerful message.</li> <li>• The overall design and flow of information in the museum are well organized.</li> </ul>		
<i>Creativity</i>	<ul style="list-style-type: none"> <li>• Some of the ideas for the museum are original and imaginative.</li> <li>• The diversity and selection of museum items show surface level knowledge of the content.</li> </ul>	<ul style="list-style-type: none"> <li>• Some effort was made to make the museum meaningful for visitors and/or some of the ideas for the museum are original and imaginative.</li> <li>• The diversity and selection of museum items show some knowledge of the content beyond surface level.</li> </ul>	<ul style="list-style-type: none"> <li>• Great effort was made to make the museum meaningful for visitors and/or the ideas for the museum are original and imaginative.</li> <li>• The diversity and selection of museum items show deep knowledge of the content.</li> </ul>		

Student explanation of scoring: \_\_\_\_\_

Instructor explanation of scoring: \_\_\_\_\_