

Intrepid Sea, Air & Space Museum
The Cold War through the Collections of the Intrepid Museum
NEH Summer Institute Proposal, Summer 2020

Project Director: Dr. Lynda Kennedy

Introduction

The Intrepid Sea, Air & Space Museum’s Education Department proposes a two-week Summer Institute for classroom teachers from July 20 to July 31, 2020. The Institute, previously offered in Summer 2018, embodies the principles of the NEH *Standing Together* initiative through the use of two historic sites—the former U.S. aircraft carrier *Intrepid*, a National Historic Landmark, and the former U.S. submarine, *Growler*, a unique artifact that represents the technology and tensions of the Cold War. These historic sites, along with the oral histories of the men that served on these vessels, will provide a powerful starting point for examining the history and legacy of Cold War technology. *The Cold War through the Collections of the Intrepid Museum* will immerse teachers in scholarly historical research as well as the history, artifacts and oral histories in the Museum’s collection that embody the Cold War era. Integrating content exploring the historical context of technological innovation, the Institute will serve a national group of 25 high school history and science teachers in order to deepen their understanding and increase confidence in their ability to explore the subject thoroughly, critically and engagingly with their students.

Dr. Lynda Kennedy, vice president of education and evaluation for the Intrepid Museum, will serve as a Project Director for the Institute. A diverse faculty of scholars, authors and educators, including the Museum’s curatorial and collections staff, will work closely with Dr. Kennedy to develop and deliver the proposed Institute. Speakers at the Institute will consist of scholars recognized nationally in their fields, including Alex Wellerstein, PhD, of the Stevens

Institute of Technology and co-curator of the Museum's exhibition on *Growler*; Spencer R.

Weart, PhD, Emeritus Historian of the Center for History of Physics at the American Institute of Physics; Sarah Dziedzic, oral historian; Scott Sagan, PhD, of Stanford; and Svetlana Savranskaya, PhD, of the Wilson Center. The scholars were chosen with an eye not only to their expertise and scholarship, but also to their ability to communicate complex content to diverse audiences. Also confirmed are two Master Teachers who will model excellent teaching and assist the participants in integrating the content and skills covered in the Institute into their classroom teaching and curriculum development.

Project Development

We were heartened to see that the final evaluations from the summer scholars in 2018 were excellent. The main challenges stemmed from the diverse levels of experience of the scholars – which we will continue to strive to mitigate through an initial survey of experiences and competences given to participants before they arrive. In response to the evaluations, literature circle time is slightly reduced, as is time in pedagogical workshops as there is a desire to spend more time exploring relevant collections and hearing from scholars and curators. We will also integrate even more of the engineering/technology content. Depending on the pre-evaluation we may schedule in some enrichment activities for those who finish independent work early so they do not feel like they are “waiting.” Depending on the make-up of the group we may also make use of peer pairings for final lesson work.

Intellectual Rationale

The overarching goals for participants in the Institute are the following:

- Increased knowledge of the intersections of historical forces and technological developments during the Cold War era
- Increased skills in and knowledge of archival research
- Increased usage of primary source documents, artifacts and ephemera in the classroom to promote historical thinking

- Increased confidence in teaching relatively recent and controversial history with respect and accuracy

The Cold War spanned more than four decades, beginning almost immediately on the heels of World War II. Opposing attitudes, ideologies and concerns played out on every front—political, social, economic and cultural—and influenced decisions in political leadership, government investment in technologies and artistic expression. From the introduction of the strategy of “containment” of Communist ideas and regimes to geographic regions on earth to the development of missiles and the race for space, this time in U.S. history illuminates the global forces that shaped the 20th century: colonialism, imperialism, hegemony, modernization, Third World development, revolution, capitalism and communism, as well as rapid and startling advances in the technology of warfare.

During the Cold War, the experiments of two super-powers with increasingly powerful weapons of destruction sent ripples of tensions and fears around the globe and through every level of society. In the United States, fear of Communism and its association with Soviet expansion drove the development of ever more advanced technologies used for spying between nations, outreach into space and for destruction. Arguably, the historic relations that evolved during this period are still evident in current international relations and political actions. Recent border conflicts between countries formally joined in the Soviet Union, concerns over missile testing in North Korea, and discussions of the relationship between Russia and the United States echo the conflicts and concerns of the past. Discussion of these events reflects the experiences and perceptions of those who remember the Cold War years. Students benefit from being able to frame current events within a historical context, yet teaching this incredibly important period in history remains a challenge due to teachers’ lack of confidence in exploring such a complicated and relatively recent part of our past. In addition, though it can be argued that history and

scientific/technological advancement always exist in a symbiotic relationship, this period in particular illustrates how technology evolved in and contributed to historical events. This extra layer of complexity compelled us to invite both history and science teachers to participate in the Institute, enriching the approach to the content and the discussions.

The experience of working with primary source materials in a place tied to their history cannot be underestimated and cannot be matched by reading a textbook. The Museum uses its unique spaces and collections to bring history to life and tell the stories of the individuals whose experiences were reflected in the wider historical landscape. The development of scientific and technological innovation provides a new lens for examining history. The aircraft carrier *Intrepid*, an embodiment of wartime engineering and technology, served several roles during the Cold War: as a floating airfield that participated in Operation Rolling Thunder, a bombing campaign during the Vietnam War; as a recovery vessel in the space program; and as an anti-submarine carrier deployed against the silent threat of missile-carrying Soviet vessels. Another one of the Museum's showcase artifacts is the former USS *Growler* (SSG-577), a submarine in service from 1958 to 1964. *Growler* was an early attempt to use submarines as covert missile platforms. Armed with Regulus I nuclear missiles, *Growler* patrolled near the east coast of the Soviet Union with a crew of 95–100 men, all volunteers. Their mission: stand ready for the order to launch missiles at the Soviet Union, an order that fortunately never came. In addition, the Museum displays a Project Oxcart A-12 spy plane, equipped with cameras that took images from 80,000 feet, and, from the latter years of investment in a major Cold War-driven initiative – the race for space – the shuttle orbiter *Enterprise*. Just as important as these large artifacts and historic spaces are the smaller objects, primary source documents, ephemera and oral histories collected by the Museum from this era, connecting the larger history to specific, human stories.

Two full weeks for focused research into the history of the technology of the Cold War while learning from experts and making connections to their own classroom practice will equip teachers to confidently engage students in this complicated and still very relevant subject with depth and rigor. The Institute will build teachers' skills in the analysis and interpretation of artifacts, primary sources, readings and oral histories, allowing them to explore core questions pertaining to the Cold War. The Institute will give teachers firsthand knowledge of naval, air and space technologies and strategies used during the Cold War, as well as the personal stories of the people who commanded, operated and maintained that technology. Anchored in the Museum's historic spaces and artifacts, these stories will be presented within the framework of the wider historical context that drove technological innovation and underpinned the choices, hopes and fears of individuals during the 40-plus-year evolution of Cold War tensions. Primary sources make history engaging and provoke curiosity and dialogue, and the Institute will provide teachers with ample resources to foster curiosity in their students and promote a rich, integrated, but still humanities-centered classroom experience.

Program of Study (*For the full agenda, see Appendix A*)

The Institute is designed to meet the needs of teachers on several levels: participants will be introduced to new content that will enliven the classroom experience and strengthen student interest; they will gain the research skills to locate and analyze rich primary sources; and they will further develop their roles as content creators by developing unit plans that incorporate what they have learned into engaging classroom experiences for students. Academically rigorous, the Institute will give teachers the opportunity to engage in discussions with scholars in the field, curators from the Museum, Master Teachers, and former crew members of *Intrepid* and *Growler*. Each day will incorporate scholarly content, collaborative discussions and academic work, as

well as examination of objects and primary sources from the Museum's collection. Teachers will also engage in small-group reading discussions of assigned texts and will receive copies of the main texts used throughout the Institute. For a full reading list, see Appendix B.

Program Sequence and Experiences

The Institute will thoroughly cover each period of the Cold War while staying firmly grounded in content and primary sources within the Museum's collection and historic sites. The days will generally begin with a short discussion of readings followed by a presentation by a scholar or curator, and a reflective discussion on the topic. The days will then generally move into research. In the second week, ample time is built in for curriculum development. The goal of this sequencing is to ensure that participants have a solid understanding of contemporary scholarship on the technology of the Cold War and experience researching primary sources before they begin the challenging task of creating a final classroom implementation project.

Participants will engage with guest scholars, curators and each other through dialogue, hands-on research and facilitated curriculum design. They will be guided by essential questions which will maintain the focus of daily discussion. Guest speakers will lead discussion-style presentations followed by guided reflections so that teachers have the opportunity to participate in rigorous academic dialogue. To ensure accountability for readings, the Institute will employ a literacy technique called literature circles, assigning each participant in a small group to read with a different lens and present his or her thoughts to the whole group. To round out the Institute, teachers will participate in workshops modeled by lead Museum educators and Master Teachers. Participants will curate mini-exhibitions, analyze media from the Cold War era, and use letters and oral histories from Museum archives and other primary source documents to explore the use of personal narratives as primary sources. Workshop sessions, guest scholar

discussions and additional experiences are designed to be participatory and will allow teachers the opportunity to co-construct knowledge as a peer group. The second week of the Institute will incorporate more time for individual exploration of the Museum's collections with the guidance of Museum staff and Master Teachers. This time will allow participants to practice their research skills and locate primary sources relevant to the curricula they are developing for their classroom. For a detailed day-by-day description of experiences, please see Appendix A.

Week One: The Chilling

Essential Guiding Questions for Discussion

- *How do competing views of power and morality lead to global conflict?*
- *What conditions and issues led to mistrust between the United States and USSR, thereby leading to the Cold War?*
- *How does technology affect global relationships?*
- *What is the individual experience of historical events?*
- *How can the media affect wider understanding of historical events?*

Week one will focus heavily on helping participants understand the political landscape and the global powers in the years immediately after World War II. On Monday a scholarly discussion led by historian Alex Wellerstein will explore the following questions: How do competing views of power and morality lead to global conflict? What conditions and issues led to mistrust between the United States and USSR, thereby leading to the Cold War? Dr. Wellerstein will introduce the historical context of the beginning of the period commonly known as the Cold War, post–World War II global relationships, and United States and Soviet Union perspectives and policies. He will review readings from key texts, including *The Cold War: A New History* by John Lewis Gaddis, *The Making of the Atomic Bomb* by Richard Rhodes, and scholarly articles, providing background and context for exploring how technological development, especially the atomic bomb, affected people's perspectives of the international order. On day two, Dr. Wellerstein will continue discussing the first two questions, as well as the

third. He will examine the science of the Cold War, particularly research on the atom; nuclear armaments and technology's role in containment and deterrence; and two complementary Cold War American policies enabled in part by vast technological systems including Sputnik and the Soviet nuclear and rocket programs. The rhetoric of the Space Race was about peace and exploration, but the same rockets that took people (and dogs) into space were also potential weapons platforms. Wellerstein will explore the nature of dual-use technology—technologies that had both civilian and military applications—and the rising fear caused by Sputnik.

The Museum's exhibits and extensive collections will illuminate the human side of the early Cold War military initiatives, opening up exploration of the fourth essential question of the week: What is the individual experience of historical events? The Intrepid Museum's Curator of Aviation Eric Boehm will lead tours of relevant artifacts and exhibits. The tours will give specific and expert insight into the roles of *Intrepid* and how they reflected wider tactical and strategic involvements. Ann Stegina, the Museum's collections manager, and Gerrie Bay Hall, the director of school and teacher programs, will introduce the Museum's collection and databases to show available resources and build skills in archival research.

Wednesday morning will focus on the *Intrepid's* role as a submarine hunter and the nuclear missile carrying *Growler* submarine and its role in Cold War conflict. Curator of history and collections Jessica Williams will lead participants through these explorations. In addition to the international policies and major technological innovations, the Cold War affected the lives of individuals in more subtle ways. Dr. Spencer Weart will examine the question of how everyday culture reflects historical context by discussing the hopes and fears of individuals living through the Cold War. He will also discuss recent global events, and the impact of the Cold War on today's political environment.

Beyond the Cuban Missile Crisis, there were multiple instances in which the United States and the USSR came close to using nuclear weapons, and many near-miss accidents. These incidents raise questions about the tradeoff between security. It opens a window into the technical, organizational and political systems for controlling nuclear weapons, known as "command and control." On Thursday, Professor of political science Scott Sagan, PhD will introduce and explore this content, drawing connections to current policies, understandings and fears. Later that day, oral historian Sarah Dziedzic will introduce participants to the process of collecting oral histories and how to utilize them for understanding perspectives on the past. Participants will then delve into the Museum's collection of oral histories with the coordinator of the Museum's Oral History Project, David Dzendzel.

On Friday, at the Paley Center for Media, participants will will participate in the workshop "Red Scare, the Cold War & Television," learning how the media and cultural output of the time reflected the stress and fear growing out of the awareness of weapons of mass destruction. Dr. Kennedy will continue this exploration, leading participants in an analysis of other cultural artifacts, *Dr. Strangelove*, *Fail Safe* and *The Day the Earth Stood Still*.

Week Two: Close Calls and Culture under the Cloud

Essential Guiding Questions for Discussion

- *How does technology affect global relationships?*
- *What is the acceptable balance between safety and security?*
- *How does everyday culture reflect historical events?*

The tensions of the era are exemplified by the closest of calls: the Cuban Missile Crisis. Svetlana Savranskaya of the Wilson Center will lead off the week, exploring how technology affects global relationships by presenting the themes of leadership, strategy, brinkmanship and mutual understanding illustrated by this incident. Dr. Savranskaya will return the next day to continue exploring the first question as well as the acceptable balance of safety and security. She

will lead a discussion of her research into the United States and Soviet summits toward the end of the Cold War eras. Retired NASA astronaut and Columbia professor Dr. Michael Massimino will continue exploring these questions, tying them into the Museum's collection of artifacts related to the Space Race and the end of the Cold War. He will discuss the international cooperation begun through the shuttle program and its scientific research, culminating in the docking of shuttle *Atlantis*, which brought U.S. astronauts to space station Mir. Wednesday of the second week will focus on pedagogical techniques and lesson modeling. Master Teachers Nick Lawrence and Ellen Bales will also offer a workshop on fostering historical thinking in the classroom through analysis of Cold War-era primary and secondary sources.

The end of week two will include essential time for collaboration between participants, curators, scholars and Master Teachers. To this end, Dr. Kennedy will work with the Master Teachers to help participants fold their newly acquired content knowledge and research into a rigorous unit plan over the last two days of the Institute. The unit plan will support a humanities-rich, integrated experience that fosters student literacy, historical thinking, content knowledge and research skills. The last day will allow teachers to showcase newly acquired skills and knowledge. Teachers and scholars will meet one final time to share the projects they have worked on throughout the Institute.

Project Faculty and Staff (For a full listing of Institute faculty and staff, with CVs, please see Appendix C. For letters of support and commitment, see Appendix D.)

Institute project director, **Lynda Kennedy, PhD**, has devoted her career to developing and implementing professional development experiences for teachers and pre-service courses in social studies. Her career has included researching, developing and implementing programs at institutions such as the Lower East Side Tenement Museum, the Brooklyn Historical Society and the Gotham Center for New York City History. Dr. Kennedy has extensive experience in

implementing federally funded grant projects, including the successful NEH Summer Institute *Recipe for America* at the New York Public Library and the 2018 Institute at Intrepid Museum. Other key project staff includes **Gerrie Bay Hall, MA**, who will facilitate the Institutes and serve as a designated replacement director, and **Sheri Levinsky-Raskin, MAT**, who will spearhead all evaluation activities during the project. As a director of school & teacher programs at the Intrepid Museum, Ms. Hall has been instrumental in designing and delivering large-sale professional development sessions and institutes, including the Museum's popular full-day workshop in partnership with NASA for over 100 teachers. Ms. Levinsky, who developed a formal research and evaluation department at the Intrepid Museum, also served as a co-director for the successful 2018 NEH Institutes. Currently, she is the chair for professional development on the Board of the American Alliance of Museum's Education Professional Network.

Visiting Lecturers and Museum Scholars

Sarah Dziedzic, MA, freelance oral historian, was formerly with the Columbia Center for Oral History Research.

Scott Sagan, PhD, is the Caroline S.G. Munro Professor of Political Science, the Mimi and Peter Haas University Fellow in Undergraduate Education, and Senior Fellow at the Center for International Security and Cooperation and the Freeman Spogli Institute at Stanford University. He also serves as project chair for the American Academy of Arts and Sciences' Initiative on New Dilemmas in Ethics, Technology and War.

Svetlana Savranskaya, PhD, is a research fellow at George Washington University's National Security Archive, where she directs its cooperative projects with Russian archives and institutes and edits the Russian and East Bloc Archival Documents Database.

Spencer R. Weart, PhD, was the director of the Center for History of Physics of the American

Institute of Physics from 1971 until his retirement in 2009. Originally trained as a physicist, he is now a historian of science.

Alex Wellerstein, PhD, is a historian of science who specializes in the history of nuclear weapons and nuclear secrecy. He is an assistant professor of science and technology studies at the College of Arts and Letters at the Stevens Institute of Technology and co-curator of the upcoming exhibition *Cold War: Stories from the Deep* at the Intrepid Museum.

Eric Boehm is the curator of aviation and aircraft restoration at the Intrepid Museum. He oversees acquisitions, care and restoration of the Museum's unique aircraft collection.

Jessica Williams, MS, is the curator of history and collections at the Intrepid Museum and co-curator of the exhibition *Cold War: Stories from the Deep*. She has extensive knowledge on the objects from the Museum's collection and outside collections that will be used in the exhibition.

Master Teachers

Nick Lawrence, assistant principal of East Bronx Academy for the Future, was formally the head of the school's Social Studies Department for grades 6–12, and is active in the National Council for the Social Studies.

Ellen Bales, PhD, holds a doctorate in the history of science from the University of California, Berkeley. She was a postdoctoral research fellow and thesis advisor at Harvard and has been teaching high school history since 2011.

Audience and Participant Selection

In early 2020, the Museum will circulate a description of the Institute, with speakers, schedule and application information, to a national audience of high school teachers through a variety of mailing lists, social media groups and conferences geared toward history, social studies and science. Guest speakers and collaborating teachers will also disseminate information

about the Institute through their respective networks. The Museum will post a listing on its website, and notice of the opportunity will be emailed to the Museum's active list of more than 2,000 teachers and school leaders.

The application will consist of the standard NEH form for summer institutes. Applicants will be asked to include an essay outlining their interest in the content, concepts and skill development offered and elaborating on potential connections to classroom teaching, how the experience will contribute to their professional growth and how they would contribute to the intellectual and collegial vitality of the Institute. A selection committee will be made up of the co-directors, Alex Wellerstein, curator Jessica Williams and Master Teacher Nathan Lawrence.

Project Website

A project website linked to the Museum's website will provide information about the Institute and application instructions. Once participants are selected, they will each receive invitations to a private Google Group which will contain details about logistics, pre-work and program materials, including uploaded readings and resources, and a cohort directory. The Google Group can be used regularly by the participants to share ideas, respond to daily discussions and readings, and upload their final projects at the end of the Institute, allowing them to be inspired by each other's lesson ideas. The Google Group will remain accessible to all participants after the Institute has ended in order to foster a community of practice they can draw on as they return to their classrooms.

Professional Development of Participants

Participants who complete the Institute will receive a certificate and letter of completion confirming their attendance and documenting the workshop hours and content covered.

Participants may use these documents to request Continuing Education Units or Professional

Development Points in their home school districts.

Institutional Context

The Museum's Michael Tyler Fisher Center for Education will be the primary base for the Institute, with meetings off-site as appropriate. The Center is equipped with classrooms, a computer lab and meeting rooms. Audiovisual capabilities include drop-down screens, wall-mounted flat screens, built-in LCD projectors, blackout screens, Wi-Fi and PC/Mac inputs for presentations. The Center is wheelchair accessible. American Sign Language interpretation will be provided if requested, and assistive listening devices with hearing loops are also available.

The Museum's collection includes more than 15,000 objects, archives and media items that support the study of the Cold War era. In addition to the four major artifacts—the aircraft carrier *Intrepid*, submarine *Growler*, space shuttle *Enterprise* and the A-12 supersonic jet—twelve aircraft in the collection have direct connections to this period. The Museum's Oral History Project collects the stories of those who served on board. To date, 84 oral histories from this period have been collected.

The Museum is located on the Hudson River in the area known as Midtown West, adjacent to the Theater District and Times Square. While the selection of hotels in the area is vast, the Theater District is popular among tourists, especially during peak summer months, making the average cost of accommodation one of the highest in the country. The Museum's project staff has worked diligently to ease the strain on program participants by finding affordable and comfortable accommodation. Participants will be offered single and double accommodations with fellow participants at the Comfort Inn in Long Island City, located at 42-24 Crescent Street, Long Island City. This hotel is a short subway ride away and significantly more affordable than midtown hotels. The cost includes free Wi-Fi and breakfast and ranges

from \$77 to \$125 per day per bed.

Assessment and Dissemination

Before the Institute, participants will complete a survey that will capture details about content gaps as well as current experience and confidence levels in teaching the Cold War. Participants will also be given a simple survey at the end of the first week to determine if any additional modifications are required to reach the goals of the Institute and meet participants' needs. After the Institute, a final written evaluation will be given. The final classroom implementation projects will provide further evidence that the Institute met its goals. In our follow up with 2018 participants, several have begun to, or plan to use the materials and ideas from the institute with their current classes. In addition, opportunities will be sought to present the work of the Institute and the participating teachers at appropriate conferences, such as the Organization of American Historians, which highlights teacher-oriented sessions, the National Council for History Education and the National Council for Social Studies. The Institute of 2018 inspired a mini-version held for local teachers in New York City. We expect lessons learned and teacher feedback from a 2020 Institute will also inform other work with teachers on this subject.

Conclusion

As our 2018 evaluations and teacher output indicate, the proposed Institute provides an opportunity for teachers from across the nation to learn more about this incredibly important period in history and gain confidence in their ability to teach its intricacies in the classroom. The Institute will expose participants to a diversity of scholarship, debate, perspectives and voices, all through the lens of a historic site and the Museum's unique collections. Such a rich experience will serve to strengthen humanities instruction in the participants' classrooms, inspiring their students and peers.

Appendix A: Institute Agenda

Intrepid Sea, Air & Space Museum
The Cold War through the Collections of the Intrepid Museum
 NEH Summer Institute Proposal, Summer 2020

*All sessions take place at the Intrepid Museum unless otherwise noted.

Week One

Orientation: Sunday, July 19, 2020

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| 3:00pm–5:00pm | Summer Institute Overview (Hall, Kennedy, Levinsky-Raskin) <ul style="list-style-type: none"> a. Welcome & introductions b. Icebreakers c. Conceptual overview d. Final project overview e. Q&A |
| Evening | <i>Optional event: Casual gathering at local establishment</i> |

Day 1: Monday, July 20, 2020

Essential Questions: How do competing views of power and morality lead to global conflict?

What conditions and issues led to mistrust between the United States and the USSR, thereby leading to the Cold War?

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| 8:30am–9:00am | Gather/coffee (provided) |
| 9:00am–10:00am | Logistics, including walk-through of spaces (Hall, Kennedy, Levinsky-Raskin) <ul style="list-style-type: none"> a. Computer access, wireless b. Computer room, education spaces c. Google Site and Google Group |
| 10:00am – 10:15am | Break |
| 10:15-Noon | Intrepid 101 Tour (Museum Educators) Launched in 1943, the former aircraft carrier USS <i>Intrepid</i> fought in World War II, surviving five kamikaze attacks and one torpedo strike. The ship later served in the Cold War and the Vietnam War. |

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| | <i>Intrepid</i> also served as a NASA recovery vessel in the 1960s. It was decommissioned in 1974 and today is berthed on the Hudson River as the centerpiece of the Intrepid Sea, Air & Space Museum. |
| Noon–1:00pm | Lunch |
| 1:00pm–3:30pm (includes break) | Guest Scholar Discussion: The Chilling – The Beginning of the Cold War (Alex Wellerstein) <ol style="list-style-type: none"> Uneasy allies Complexities and sensitivities regarding post–World War II global relationships American and Soviet perspectives Assumptions and policies |
| 3:30pm–3:45pm | Break |
| 3:45pm–4:45pm | Introduction to Literature Circles as a technique for engaging with scholarly content (Hall) |
| 4:45pm–5:00pm | Review of next day (Kennedy, Levinsky-Raskin) Readings (split among teacher groups): <ul style="list-style-type: none"> Chapter 1 of <i>The Cold War: A New History</i> Chapter 1 of <i>The Making of the Atomic Bomb</i> Article: “Science in the Origins of the Cold War” |

Day 2: Tuesday, July 21, 2020

Essential Questions: How do competing views of power and morality lead to global conflict?

What conditions and issues led to mistrust between the United States and the USSR, thereby leading to the Cold War?

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| 8:30am–9:00am | Gather/coffee (provided) |
| 9:00am–10:00am | Literature Circles <ul style="list-style-type: none"> Modeling and practice of Literature Circles |
| 10:00am–10:15am | Break |
| 10:15am–11:45pm | Guest Scholar Discussion: Science and the Cold War (Wellerstein) <ol style="list-style-type: none"> Secrecy and the atom Cold War nuclear research and development |

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| | c. The Manhattan Project |
| 11:45am–Noon | Break |
| Noon–12:30pm | <p>Guided Group Reflections with Guest Scholar (Wellerstein, Levinsky-Raskin, Hall, Lawrence)</p> <p>Consider:</p> <ul style="list-style-type: none"> • <i>How do competing views of power and morality lead to global conflict?</i> • <i>What conditions and issues led to mistrust between the United States and the USSR, thereby leading to the Cold War?</i> |
| 12:30–1:30 | Lunch |
| 1:30pm–3:15pm | <p>Teacher as Researcher: Collection Exploration (Stegina)</p> <ol style="list-style-type: none"> Overview of Museum’s collection (what & why) Introduction to the Museum System (TMS) collection database & digital collections Visit collection storage -Preview of objects, archival materials and photographs that exemplify Cold War military initiatives |
| 3:15-3:30pm | Break |
| 3:30pm–4:15pm | <p>Museum Tour & Talk: USS <i>Intrepid</i> in the Cold War & Space Race (Boehm)</p> <ol style="list-style-type: none"> <i>Intrepid's</i> as part of the Operation Rolling Thunder campaign in Vietnam <i>Intrepid</i> and NASA |
| 4:15pm–4:45pm | <p>Guided Group Reflection with Curator & Collections (Boehm, Stegina, Hall)</p> <p>Consider:</p> <ul style="list-style-type: none"> • <i>What are the uses and limitations of primary sources for understanding history?</i> <p>Post-It Activity: Strategies for teaching</p> |
| 4:45pm–5:00pm | <p>Review of next day (Hall, Levinsky-Raskin)</p> <p>Readings (split among teacher groups):</p> <ul style="list-style-type: none"> • Article: “Patenting the Bomb Nuclear Weapons, Intellectual Property and Technological Control” • Chapter 2 of <i>The Making of the Atomic Bomb</i> • Chapter 2 of <i>The Cold War: A New History</i> • “The Sputnik Decision Revisited,” <i>The History of Spaceflight Quarterly</i>, vol.14, #4 (2007) 20-31 |

Day 3: Wednesday, July 22, 2020

Essential Question: How does technology affect global relationships?

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| 8:30am–9:00am | Gather/coffee (provided) |
| 9:00am–10:15am | Museum Exhibit Exploration (Museum Educators) a. Exploration of the exhibition <i>Cold War: Stories from the Deep</i> b. Tour of Growler Submarine |
| 10:15am–10:30am | Break |
| 10:30am–11:30am | Curator Talk (Jessica Williams) a. Intrepid’s operations as a “submarine hunter” b. Growler within the context of the Cold War |
| 11:30 am–12:00 am | Guided Discussion (Levinsky Raskin, Williams) Small group discussions about the importance of <ul style="list-style-type: none"> ● analyzing cause and consequences of events and developments ● considering competing interpretations of events |
| 12:00pm–1:00pm | Lunch |
| 1:00 pm–2:30pm | Guest Scholar Discussion: Culture Under the Cloud (Wear) <ul style="list-style-type: none"> ● Everyday hopes and fears ● Historical understandings ● Contemporary understanding and fears |
| 2:30-2:45 | Break |
| 2:45pm–3:15pm | Guided Group Reading Reflection (Hall) Consider: <i>How did science and technology and its potential military use contribute to deepening mistrust between the United States and the USSR during the Cold War?</i> Literature Circles: Strategies for teaching |
| 3:15pm–4:45pm | Teacher as Researcher: Collection Exploration (Stegina) Practice Activity with The Museum System (TMS) Use (TMS) to look at: <ul style="list-style-type: none"> ● archival materials ● letters ● photographs |
| 4:45pm–5:00pm | Review of next day (Kennedy, Levinsky-Raskin) Readings (teachers in groups): <ul style="list-style-type: none"> ● Chapters 1 & 5 of <i>Sputnik: The Shock of the Century</i> ● Chapter 2- The Rise of Nuclear Fear |

Day 4: Thursday, July 23, 2020

Essential Question: What is the individual experience of historical events?

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| 8:30am–9:00am | Gather/coffee (provided) |
| 9:00am–10:00am | Reading Discussion (Hall, Lawrence, Kennedy) |
| 10:00am–Noon (includes break) | Guest Scholar Discussion: Command and Control (Sagan) <ul style="list-style-type: none"> • The trade-off between security and safety • “Command and Control” • Contemporary understanding and fears |
| Noon-12:30 | Guided Group Reflection (Sagan, Hall) To consider: <ul style="list-style-type: none"> a. How important is it for the public to know about “close calls” and threats of nuclear technologies to safety? |
| 12:30pm-1:30pm | Lunch |
| 1:30pm–2:45pm | Oral History Workshop (Dziedzic, Dzendzel) <ul style="list-style-type: none"> a. Engaging students in conducting interviews as a part of coursework b. Integrating oral histories into curricula and developing questions with students c. Introduction to Museum’s oral history collection |
| 2:45pm–4:00pm | Teacher as Researcher: Exploration of the Oral History Collection (Dziedzic, Hall, Dzendzel) <ul style="list-style-type: none"> a. Oral histories from the Cold War era of <i>Intrepid</i> and <i>Growler</i> b. Use of Archive Space as resource |
| 4:00pm–4:30pm | Guided Group Reflection (Williams, Dziedzic) Consider: <ul style="list-style-type: none"> • Investigating differing and competing personal experiences of historical events • Evaluating the validity of oral histories Post-It Activity: Strategies for teaching (identifying grade level) |
| 4:45pm–5:00pm | Review of next day (Kennedy, Levinsky-Raskin) Readings (teachers in groups): <ul style="list-style-type: none"> • Chapter 17 – The Rise of Nuclear Fear • “Teaching with the Tapes,” Understanding and Teaching the Cold War, pgs 315-329 |

Day 5: Friday, July 24, 2020

Essential Question: How can the media affect wider understanding of historical events?

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| 9:30am–10:00am | Meet at the Paley Center For Media (NYC)* *25 West 52nd Street (between Fifth & Sixth Avenues) |
| 10:00am–Noon | Paley Center Program Red Scare: The Cold War & Television Through close examination of 1950s television, including news, public service announcements, documentaries, and science fiction programming, this class investigates the ways that television reflected and perpetuated fear and hysteria during the Cold War period, a pivotal moment in modern history. Participants will analyze documentaries, news broadcasts and fictional programming that depict the Cold War period from multiple perspectives. |
| Noon–1:30pm | Lunch and return to Museum |
| 1:30pm–3:00pm | Workshop Session: Strategies for Using Primary Sources in the Classroom (Hall, Lawrence, Museum Educators) Near Peer Share-out Educator Roundtable <ol style="list-style-type: none"> Discuss how mediums for recording history have changed in the past 40 years—documentaries, news broadcasts, oral histories, online resources How are these resources used with students in a classroom setting? Methods for differentiating and multi-modal learning |
| 3:00pm–3:15pm | Break |
| 3:15pm–4:45pm | Lesson Modeling: Using a cultural artifact in the classroom – <i>Fail Safe</i>, <i>Dr. Strangelove</i> and <i>The Day the Earth Stood Still</i> (Dr. Kennedy, Museum Educators) <ol style="list-style-type: none"> How do cultural artifacts reflect wider historical themes and the mood of an era? How to select and use cultural artifacts such as film clips |
| 4:45pm–5:00pm | Review of following week (Kennedy, Levinsky-Raskin) Readings: <ul style="list-style-type: none"> Introduction: The Cold War: A History in Documents, pgs 1-7 "<i>Civil Rights and the Cold War Era</i>," Understanding and Teaching the Cold War, pgs. 174-189. |

Week Two

Day 6: Monday, July 27, 2020

Essential Questions: How does technology affect global relationships?

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| 8:30am–9:30am | Gather/coffee (provided) Q&A with scholars |
| 9:30am–11:15am | Guest Scholar Discussion: The Cuban Missile Crisis (Savranskaya) a. Mutual misunderstanding b. Leadership, strategy and brinkmanship c. Political and social fallout |
| 11:15am–11:30am | Break |
| 11:30am–12:00pm | Guided Group Reflection Consider: <ul style="list-style-type: none"> • How did the Cuban Missile Crisis change the scope of the Cold War? |
| 12:00pm–1:00pm | Lunch |
| 1:00pm–2:00pm | Lesson Modeling: Raising and promoting discussion around controversial topics in a meaningful way within time constraints (Lawrence, Bales) a. Creating a safe, respectful space in the classroom b. Discussion prompts and models |
| 2:00pm–2:15pm | Break |
| 2:15pm–4:45pm with breaks as needed | Teacher as Researcher & Creator: Collection Exploration (Lawrence, Bales, Stegina, Dzendzel) a. Discussion of unit creation with Master Teachers b. Research time to access Museum and online collection c. Compile resources and outline strategies |
| 4:45pm–5:00pm | Review of next day (Hall, Levinsky-Raskin) *Bring book, <u>The Cold War: A History in Documents</u> to class tomorrow. Reading: <ul style="list-style-type: none"> • <i>“Teaching ‘Fear’ and ‘Anxiety’ in the Cold War,”</i> Understanding and Teaching the Cold War, pgs. 141-158 • <i>“Using Popular Culture to Teach the Cold War,”</i> Understanding and Teaching the Cold War, pgs. 159-173 |

Day 7: Tuesday, July 28, 2020

Essential Question: What is the acceptable balance of safety and security?

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| 8:30am–9:00am | Gather/coffee (provided) |
| 9:00am-10:00am | Tour of Space Shuttle Pavilion (Boehm) <ul style="list-style-type: none"> • Intrepid & NASA- a small slice of the Space Race and beyond |
| 10:00am– 10:45am | Guest Scholar Discussion: Good Will and International Relations through Space Exploration at the End of the Cold War (Massimino) <ul style="list-style-type: none"> • The shuttle program and international research • Mir: the precursor to ISS |
| 10:45am-10:30am | Break |
| 10:30am–Noon | Guest Scholar Discussion: US & Soviet Summits – Gorbachev, Reagan, and Bush (Savranskaya) <ul style="list-style-type: none"> • Secret documents and private conversations • The struggle to end the superpower standoff |
| Noon–12:30pm | Guided Group Reflection (Savranskaya, Massimino) Consider: What role did the Reagan and Bush administrations play in the eventual end of the Cold War in the late 1980s? |
| 12:30pm-1:30pm | Lunch |
| 1:30pm-2:15pm | Oral Histories in Action (Museum Educators) Review how oral histories are used in context throughout the Museum. Consider crossover to classroom. |
| 2:15pm–4:45pm (breaks as needed) | Teacher as Researcher & Creator: Collection Exploration (Elliott, Hall, Lawrence, Bales, Stegina, Dzendzel) <ol style="list-style-type: none"> Peer feedback Discussion of unit creation with Master Teachers Research time to access Museum and online collection Compile resources and firm up outline strategies Possible document selection from <u>The Cold War, A History in Documents</u> |
| 4:45pm–5:00pm | Review of next day (Hall, Levinsky-Raskin) Readings (in groups): <ul style="list-style-type: none"> • “<i>The End of the Cold War in the Classroom,</i>” Understanding and Teaching the Cold War, pgs. 84-99 • “<i>Teaching the Cold War to the Post 9/11 Generation,</i>” Understanding and Teaching the Cold War, pgs. 100-115 |

Day 8: Wednesday, July 29, 2020

Essential Question: How does everyday culture reflect historical context?

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| 8:30am–9:00am | Gather/coffee (provided) |
| 9:00am–10:00am | Literature Circles/Reading Review: (Hall, Lawrence) <ul style="list-style-type: none"> • Discussion in small groups of readings, Monday & Tuesday |
| 10:00am-10:15am | Break |
| 10:15am– 11:30am | Lesson Modeling: The Cold War and the Space Race (Hall, Museum Educators) <ol style="list-style-type: none"> Examine primary and secondary sources from the Space Race to see how the Cold War influenced attitudes and opinions of that time. Discuss whether a change in the competitive attitude pervading the era could have influenced the outcome. |
| 11:30am–12:00 PM | Guided Group Reflection (Hall, Lawrence, Bales) Consider: <ul style="list-style-type: none"> • Is there a generational difference between the influence nuclear fear and/or awareness has had on our worldview? • How does this play into our discussions with students? • What if any fears have students expressed regarding nuclear weapons? • What, if any, space can/should be made in curricula pacing schedules to address current international relationships? |
| 12:00–1:00pm | Lunch |
| 1:30pm–3:00pm | Workshop Session : Fostering Historical Thinking in the Classroom (Lawrence, Bales) <ul style="list-style-type: none"> • Developing the ability to identify, compare and evaluate multiple perspectives on a given historical experience • Describe, analyze, evaluate and create diverse interpretations of the past by analyzing evidence • Understanding the symbiotic relationship between technological innovation and historical context/events |
| 3:15pm–3:30pm | Break |
| 3:30pm–4:45pm | Teacher as Creator Unit Development Worktime Informal peer feedback |
| 4:45pm–5:00pm | Review of next day (Hall, Levinsky-Raskin) Readings (choose one): <ul style="list-style-type: none"> • "<i>Did the Cold War Really End?</i>" Understanding and Teaching the Cold War, pgs. 235-247 • "<i>The Cold War in Latin America and the Caribbean,</i>" Understanding and Teaching the Cold War, pgs. 252-263 |

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| | <ul style="list-style-type: none"> • "The Cold War in Africa," Understanding and Teaching the Cold War, pgs. 264-278 |
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Day 9: Thursday, July 30, 2020

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| 8:30am–9:00am | Gather/coffee (provided) |
| 9:00am–10:00am | Cold War Concorde Tour (Museum Educators) <ul style="list-style-type: none"> • Supersonic jet tour |
| 10:00am–11:00am | Lesson Modeling: One Step From Nuclear War: Exploring the role of M.A.D. during the Cuban Missile Crisis (Hall, Museum Educators) <ul style="list-style-type: none"> • Use primary sources to explore what prevented nuclear disaster, and discuss what protects us today from nuclear attack. |
| 11:00am–Noon | Guided Reading Reflection |
| Noon–1:00pm | Lunch |
| 1:00pm–3:00pm | Curator/ Educator/ Master Teacher Office Hours: individual discussion on unit work |
| 3:00pm–4:00pm | Teacher as Creator (Lawrence, Bales, Hall, Elliott) <ol style="list-style-type: none"> a. Small group sharing |
| 4:00pm–4:45pm | Whole Group Peer Feedback |
| 4:45pm–5:00pm | Review of next day (Kennedy, Levinsky-Raskin) |

Day 10: Friday, July 31, 2020

Final Unit Presentations

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| 8:30am–9:00am | Gather/coffee (provided) |
| 9:00am–10:30am | Poster Presentation Set-Up and Presentation Run-Through (Hall) |
| 10:30am–Noon | Gallery Walk: Poster Presentations & Peer Feedback |
| Noon–1:00pm | Lunch |
| 1:00pm–3:00pm | Presentations to invited scholars, Museum staff, teacher advisory members and invited guests |
| 3:00pm–4:00pm | Recap of Institute (Hall, Kennedy, Levinsky-Raskin) <ol style="list-style-type: none"> a. Photos |

NEH Summer Institute for Teachers: *The Cold War through the Collections of the Intrepid Museum*
Intrepid Sea, Air & Space Museum/ Appendix A: Institute Agenda

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| | <ul style="list-style-type: none">b. Group workc. Google groupd. Group reflectionse. Next steps |
| 4:00pm–4:45pm | Feedback and Final Assessment (Kennedy, Levinsky-Raskin) |
| 4:45pm–5:00pm | Dismissal |