

Appendix A: Institute Agenda DRAFT

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

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	Optional event: Casual gathering at local establishment

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?

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.

	<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?

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

	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?

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 (Weart) <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?

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: <ol 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) <ol 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) <ol 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?

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: <i>The Cold War: A History in Documents</i>, pgs 1-7 “<i>Civil Rights and the Cold War Era</i>,” <i>Understanding and Teaching the Cold War</i>, pgs. 174-189.

Week Two

Day 6: Monday, July 27, 2020

Essential Questions: How does technology affect global relationships?

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"> • “Teaching ‘Fear’ and ‘Anxiety’ in the Cold War,” Understanding and Teaching the Cold War, pgs.141-158 • “Using Popular Culture to Teach the Cold War,” 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?*

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"> • “The End of the Cold War in the Classroom,” Understanding and Teaching the Cold War, pgs. 84-99 • “Teaching the Cold War to the Post 9/11 Generation,” Understanding and Teaching the Cold War, pgs. 100-115

Day 8: Wednesday, July 29, 2020

Essential Question: How does everyday culture reflect historical context?

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"> a) Examine primary and secondary sources from the Space Race to see how the Cold War influenced attitudes and opinions of that time. b) 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

	<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

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

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

	<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