

Who's Afraid of the Big, Bad Communists?
Fellowship Lesson 2008
Krista Ruud
Champaign County Archives

Lesson 3 - Champaign County Response to Communism

Length: 2-3 class periods

Set-up: Group work (same or different from the previous day)

Procedures:

- Review previous unit work at the beginning of class (definitions, where Communist nations were located, why Americans feared Communism, etc).
- Inform students they will be viewing local primary documents and articles from the Cold War era. Their job is to fill out a [Written Document Analysis Worksheet](#) for each of the 4 articles they will view.
 - *There are 3 different sets of 4 documents each. Ideally different groups should have different sets of documents. However, the documents can be arranged as desired to fit the needs of the classroom.
 - **Due to the nature of the final project students will need work done as a part of the unit as a resource. Teachers may require each student in a group to complete all or some Analysis Worksheets for each document or the group can fill out Analysis Worksheet per document and results can be divided/shared later on.
 - Set 1: [“Clock of Doom’ moves one minute closer to midnight;” Letter to Kennedy; “Communists must register;” National Security Committee Annual Report](#)
 - Set 2: [“Hodge’s group asks state ban on Communism;” “County prepares for nuclear attach;” Letter to Cronkite; Bumper Emblems](#)
 - Set 3: [“Six new laws asked on reds by commission;” “Small h-bomb war could bring ‘creeping suicide;” List of Target Organizations of Communist Infiltration; It Can Happen Here](#)
- When students have analyzed all 4 documents in their set, groups should receive a blank sheet of white paper and have the [4-Square Chart](#) example. Using the set-up example, students will organize/summarize the documents into a 4-Square Chart. *Optional: have students create an illustration to go in each square on the chart based on the document’s content.

- One at a time groups should share the documents they had and what each document told them about Communism at the time. The 4-Square Charts can then be posted around the room for future reference.

Local Primary Sources: Students will view newspaper articles from the *Champaign-Urbana Courier* and the *Champaign News-Gazette* and documents kept by Mr. & Mrs. Elmer Martin of Urbana, Illinois.

Assessment: The local primary documents will first be analyzed using the [Written Document Analysis Worksheet](#) and then the information will be reorganized onto a [4-Square Chart](#).