

Northwest History Consortium

Nuclear Hometown

Michael Ursuy
10th - 12th Grade

National Standard

Era 9: Postwar United States (1945-1970s) / Standard 2

Standard 2: How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics

Montana State Standards

Content Standard 1: Student access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Content Standard 3: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

BACKGROUND

NOTE: This lesson is intended to be used after students have studied the Cold War. It is designed to get them thinking about the implications of our nuclear buildup and the current day remnants of the Cold War era in their backyard.

PROBLEM

Nuclear missile silos have been a part of central Montana since 1962. These missile silos were an important factor during the Cold War.

1. Are these silos still a vital military asset?
2. Is there a deeper desire for these sites that goes beyond the military implication?
3. How are these sites linked to our economic structure?
4. Is it a moral question whether or not to keep these destructive missiles still ready to fire at a moment's notice?

SCENARIO

President Obama is going to be visiting Great Falls to announce his new policy of closing all ICBM control stations and silos in Montana. Two groups have formed in response to the situation. The first group will be attending the event in protest against the President's decision. The second group will be attending the event in support of the President's decision.

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TASKS

Each group is lacking structure and guidance. I want you to choose a side and assume the role as leader of your coalition.

KRTV is going to be interviewing you in one week to explain your group's point of view. You will need to make clear exactly what your coalition stands for, who is involved in your coalition, and also what your group has chosen to do on the night of the announcement. Remember to cover some of the social, moral, political, and economical factors that your group deems important. Don't forget to give your coalition a name.

Students will be asked to make a PowerPoint presentation on the position they have taken. The PowerPoint will include:

- Coalition name
- Coalition manifesto
- Member makeup
- Retaliation/Praise
- Social ramifications
- Moral ramifications
- Political ramifications
- Economic ramifications
- Conclusion
- Resources
- Visual aids

RESOURCES

Students will be encouraged to formulate their own ideas based on the information that they gather about the topic. Since this is a topic dealing with the here and now, primary sources will be a very important part of this project. Students will be encouraged to interview various residents, military personnel, religious leaders, etc. to obtain sources of opinions on the topic.

These online resources are just to get the students started on research.

Internet

US Air Force. "Malmstrom History Overview." US Air Force (Malmstrom Air Force Base). Washington, DC (Great Falls, MT). 2011. 17 March 2011 <<http://www.malmstrom.af.mil/library/history/index.asp>>.

Volz, Matt. "Montana Town Fear Job Losses If Nuclear Treaty Thins Malmstrom Staff." 3 April 2010. Missoulian. ©2011 Missoulian.com. Missoula, MT. 17 March 2011 <http://missoulian.com/news/state-and-regional/article_7cc6695a-3fa6-11df-8158001cc4c03286.html>.

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ASSESSMENT

Assessment of PowerPoint

CATEGORY	8 pts	4 pts	2 pts
Coalition Name	Name is appropriate; aligns with the views of their group.		Name is appropriate, but it relates little to group.
Coalition Manifesto	Covers all the areas of the group's interest. Does not leave out key information for what the group believes is right and wrong.	Covers most of the groups views, though missed a small detail.	Covers some of the groups views; some key details left out.
Member Makeup	Covers all areas that would be a participant in their groups views	Covers most people that would be a participant in their group	Left out important demographic that would be in their group
Retaliation/Praise	Came up with unique responses for their group to do on the night of the announcement	Could have planned more activities for their group	Planned to do little with their group
Social Ramifications	Covered many of the social aspects related to their position.	Covered some of the social aspects related to their position.	Covered little of the social aspects related to their position.
Moral Ramifications	Covered many of the moral aspects related to their position.	Covered some of the moral aspects related to their position.	Covered little of the moral aspects related to their position.
Political Ramifications	Covered many of the political aspects related to their position.	Covered some of the political aspects related to their position.	Covered little of the political aspects related to their position.
Economic Ramifications	Covered many of the economic aspects related to their position.	Covered some of the economic aspects related to their position.	Covered little of the economic aspects related to their position
Conclusion	Is able to draw together all aspects of the position in a clear and organized manner.	For the most part clear and organized; a little muddled.	Not very organized/clear, but it has some good content.
Resources	Used at least 3 primary sources. Documented research information well.	Used at least 2 primary sources. Documented research information well.	Used 1 primary source. Documented research information well.
Presentation	Well-presented, knowledgeable of content. Able to answer questions on topic. Prepared.	Presentation was not perfect. Stumbled on some questions of topic. Should have spent more time on project.	Presentation was weak. Ability to answer questions impaired. Needed much more time spent on project.
Visual Aids	Included many visual aids resulting in an engaging presentation.	Had some visual aids appropriate to the topic.	Little or inappropriate visual aids.

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REFERENCES/CITATIONS

“History Standards for Grades 5-12 United States.” UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 17 March 2011 <<http://nchs.ucla.edu/standards/us-standards5>>.

OPI. “Montana Standards for Social Studies.” Montana Office of Public Instruction. 2009. Helena, MT. 17 March 2011 <<http://www.opi.state.mt.us/pdf/Standards/ContStds-SocSt.pdf>>.

Ursuy, Michael. “Assessment of PowerPoint.” NWESD Organization. 2008. Anacortes, WA. 17 March 2011 <[http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/9.2 NuclearHometown.Ursuy.10-12.pdf](http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/9.2%20NuclearHometown.Ursuy.10-12.pdf)>.

Ursuy, Michael. “Nuclear Hometown.” NWESD Organization. 2008. Anacortes, WA. 17 March 2011 <[http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/9.2 NuclearHometown.Ursuy.10-12.pdf](http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/9.2%20NuclearHometown.Ursuy.10-12.pdf)>.

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