

CENTER FOR COLD WAR STUDIES  
University of California, Santa Barbara  
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**Lesson Plan Template**

**Participant Name:**

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**School Address:**

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**Title of Lesson:**

**Wise Leaders...Wise Choices**

**Duration of lesson:**

**2-3 days, block schedule.**

**Rationale:**

**This activity is meant to explore the concept of leader formation as exemplified in lives of presidents Harry Truman, Dwight Eisenhower, and John F. Kennedy. Particular application will be made in the lesson to the issues of Cold War crisis diplomacy that each of these leaders had to face. The overall goal is for students to draw lessons to the own lives regarding how they can be more responsible and effective leaders in their own daily existence and individual futures.**

**History Standards:**

**11.9 Students analyze U.S. foreign policy since World War II**

**11.9.3 Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy...**

**Student outcomes/Learning objectives:**

- 1. Students will develop a better understanding of the unique challenges facing presidents Truman, Eisenhower, and Kennedy in their administrations.**
- 2. Students will develop an overall grasp of the significant problems and issues dealt with the early years of the Cold War.**
- 3. Students will be encouraged to analyze the crucial role leader decisions play in either defusing or complicating foreign policy issues.**
- 4. Students will be encouraged to draw applications to their own lives in regard to the importance of making wise decisions.**

5. Students will be encouraged to develop their critical thinking skills as they interact with the material presented in class.

**Diversity component:**

United States, Soviet Union, Cuba, West Germany, East Germany, Greece, Turkey

**Diverse student components:**

The lesson involves students participating in individual assignments, partner and whole class discussions involving the materials presented.

**Materials:**

1. Internet Treasure Hunt activity “Wise Leaders...Wise Choices.
2. Interactive notebooks for written work.
3. Poster paper, colored pencils, rulers for poster activity follow-up assignment.

**Sources:**

[http://en.wikipedia.org/wiki/Bay\\_of\\_Pigs\\_Invasion](http://en.wikipedia.org/wiki/Bay_of_Pigs_Invasion)  
[http://en.wikipedia.org/wiki/Dwight\\_D.\\_Eisenhower](http://en.wikipedia.org/wiki/Dwight_D._Eisenhower)  
<http://usinfo.state.gov/usa/infousa/facts/democrac/57htm>  
<http://whitehouse.gov/history/presidents/jk35.html>  
<http://library.thinkquest.org/11046/days/?tqskip1=1>  
<http://www.fordham.edu/halsall/mod/1947TRUMAN.html>  
<http://www.whitehouse.gov/history/presidents/ht33.html>

**Procedures:**

1. As an introductory activity there are three possibilities:
  - a. Show a video clip from Dr. Strangelove where the U.S. president (Peter Sellers) is faced with a very difficult choice involving a rogue U.S. bomber carrying a nuclear warhead. Discuss clip afterwards.
  - b. Start with a LEADERSHIP acrostic where the students, working in partners or small groups, come up with appropriate words and phrases to fill in the acrostic. Class discussion follows.
  - c. Quickwrite topic: What does it take to be a good leader. Teacher afterwards lists various student ideas.
2. Students proceed to the Internet Treasure Hunt Activity “Wise Leaders...Wise Choices, writing down their answers in their interactive notebooks.
3. Class discusses answers that the students discovered from the Treasure Hunt activity.

- 4. Students create a small poster involving one of the presidents or foreign policy crises that were covered in the Treasure Hunt and also discussed in class. Students also have to turn a written rationale (75-125 words) explaining:**
  - a. Why they chose this particular person/topic for their poster.**
  - b. What are some specific lessons they learned from this activity/lesson that they can apply to their own lives.**