

cobblestone®

DWIGHT D. EISENHOWER

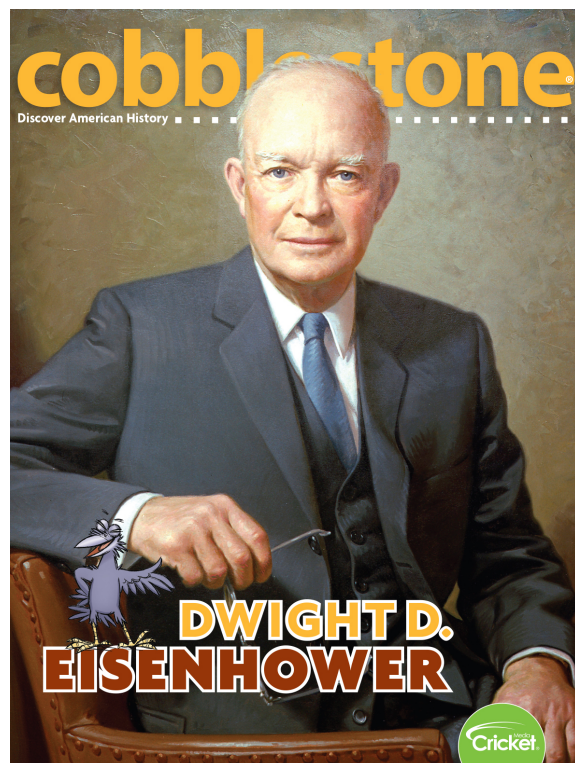
In this issue, students examine the life and achievements of Dwight D. Eisenhower as a key military leader for the U.S. during World War II and as a strong and influential president.

CONVERSATION QUESTION

How did Dwight D. Eisenhower help create significant historical change?

TEACHING OBJECTIVES

- Students will learn about the history of World War II.
- Students will learn about domestic policy under President Eisenhower.
- Students will learn about the Cold War.
- Students will classify a series of historical events and developments as examples of change and/or continuity.
- Students will analyze the purposes and consequences of public policies.
- Students will compare historical and contemporary means of changing societies.
- Students will write an ode.
- Students will use details from a text to create a timeline.
- Students will use details from a text to write historical fiction.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

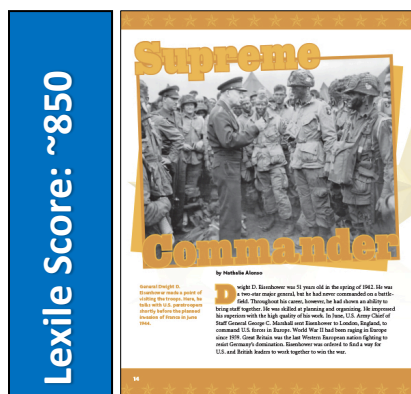
SELECTIONS

- **Supreme Commander**
Expository Nonfiction, ~850L
- **The Peace and Prosperity President**
Expository Nonfiction, ~950L
- **Matters of Foreign Policy**
Expository Nonfiction, ~950L

Supreme Commander

pp. 14–19, Expository Nonfiction

Explore Dwight D. Eisenhower's military leadership during World War II. Learn about his role in planning the famous D-Day invasion of Nazi-occupied France and in preventing the Nazi forces from retaking Europe.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about the history of World War II.
- Students will classify a series of historical events and developments as examples of change and/or continuity.
- Students will write an ode.

KEY VOCABULARY

- **Western European** (p. 14) of or pertaining to a geographic region of Europe generally defined as all lands in Europe west of Poland
- **joint offensive** (p. 15) an organization of distinct military units used to attack an enemy
- **invasion** (p. 15) an instance of entering a country or region with an armed force for the purpose of establishing control over it

ENGAGE

Conversation Question: How did Dwight D. Eisenhower help create significant historical change?

Display a map of Europe. Have students share what they know about the geography of Western Europe, particularly the area that includes Britain, France, and the Italian peninsula. Explain that the geographic characteristics of Western Europe made it challenging for Allied forces to retake it from the Nazis. Explain that Dwight D. Eisenhower's leadership and planning skills were influential in helping the Allied forces retake Europe from the Nazis during World War II.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then ask students to make predictions about the topic of the text, based on the vocabulary words. If necessary, help students guess the topic by revealing the title of the article. Remind students to look for the vocabulary words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. What skills did Eisenhower possess as a military leader?
2. What roles did Eisenhower have during World War II and why did these roles change?
3. What impact did Eisenhower have on the outcome of important events during World War II?

SKILL FOCUS: Classify Events

INSTRUCT: Tell students that events and developments in history can be classified as examples of either change or continuity. Explain that the article mentions several examples of both historical change and continuity. As an example of historical change, point out that wars often have “turning points.” Then point out that when similar actions by an individual or group are repeated over time, this is an example of historical continuity.

ASSESS: Have students work in pairs to review the article and find at least two examples each of historical change and continuity. Have each group share their findings with another group. Check group discussions to ensure accuracy.

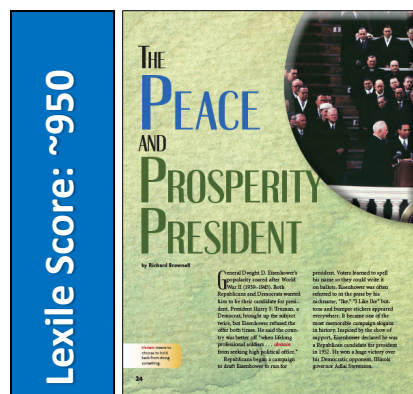
EXTEND

Language Arts Ask students to review the article for details about General Eisenhower's achievements during World War II and their significance. Then have them write an ode—a poem honoring a person or event—about General Eisenhower that celebrates these achievements.

The Peace and Prosperity President

pp. 24–29, Expository Nonfiction

Discover how President Eisenhower pursued domestic policies that aimed to create a more prosperous and equal society.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about domestic policy under President Eisenhower.
- Students will analyze the purposes and consequences of public policies.
- Students will use details from a text to create a timeline.

KEY VOCABULARY

- **conservative (p. 25)** a traditional attitude toward politics that values limited government intervention in public issues
- **New Deal (p. 25)** a series of programs initiated in the 1930s to help Americans recover from a severe economic depression that led to an increase in the level of government intervention in public issues
- **civil rights (p. 28)** the rights of citizens to be guaranteed equal treatment under the law

ENGAGE

Conversation Question: How did Dwight D. Eisenhower help create significant historical change?

Have students attempt to define the phrase *domestic policy*. Give students a hint by defining its opposite, *foreign policy*, as “laws, programs, and other actions of a government taken to affect relations with other countries.” Then ask students if they can recall any domestic policies in the news recently that have sparked controversy (e.g., policies related to healthcare, education, and immigration). Tell students that some of the domestic policies pursued by President Eisenhower created similar levels of controversy.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then have students work in pairs to write a single sentence that uses all three words correctly. Invite students to share their sentences. Then remind them to look for these words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. In what ways did Eisenhower’s “Modern Republicanism” represent a change from traditional conservative Republican ideas and methods of governing?
2. In what ways did Eisenhower’s policies benefit Americans and help to improve their lives?
3. What did Eisenhower do to promote civil rights?

SKILL FOCUS: Analyze Policies

INSTRUCT: Explain to students that domestic policies include government-created laws and programs that aim to benefit part or all of a country’s population. Point out that the article describes numerous domestic policies Eisenhower developed or supported. Also explain that each of these policies had a specific purpose as well as certain consequences.

ASSESS: Have students work in pairs to review the article and identify at least four domestic policies supported or developed by President Eisenhower. Instruct students to identify the purposes and consequences—social, political, and/or economic—of each policy.

EXTEND

Social Studies Have students use details from the article to create a timeline of domestic policies that Eisenhower supported or developed.

Cobblestone® Teacher Guide: April 2019

Matters of Foreign Policy

pp. 30–33, Expository Nonfiction

Discover how the Cold War between the Soviet Union and United States shaped the policies Eisenhower pursued during his presidency.



RESOURCES

- Comparing Means of Changing Society

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about the Cold War.
- Students will compare historical and contemporary means of changing societies.
- Students will use details from a text to write historical fiction.

KEY VOCABULARY

- foreign policy** (p. 30) a government's strategy in dealing with other nations
- truce** (p. 33) an agreement between enemies or opponents to stop fighting for a certain amount of time
- diplomatic** (p. 33) of, or concerning, the activity of managing relations among nations

ENGAGE

Conversation Question: How did Dwight D. Eisenhower help create significant historical change?

Ask students to share what they know about the Cold War: Who was involved? Why? Did it involve actual fighting? Then ask students to hypothesize what powers a president has to affect the way in which foreign nations are dealt with.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentences below. Have students complete the sentences using the vocabulary words. Go over responses. Then remind students to look for the vocabulary words as they read the article.

- During the Suez Crisis, President Eisenhower's _____ didn't align with those of the French and British leaders.
- Eisenhower used _____ means to achieve a _____ among nations participating in the Korean War and the Suez Crisis.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- How did Eisenhower help to stop the spread of communism in Asia?
- How did Eisenhower's foreign policies impact the development and use of nuclear technology?
- What was the purpose of the Eisenhower Doctrine?

SKILL FOCUS: Compare Change

INSTRUCT: Explain to students that historical means of changing society may be similar to contemporary means of changing society. Also explain that presidents have certain powers to influence society, both in their own country and in others'. Next, distribute the *Comparing Means of Changing Society* organizer.

ASSESS: Have students work in pairs to complete the organizer. Then have them write a few sentences explaining how Eisenhower's actions are similar to the types of actions contemporary presidents use to change society. If possible, extend the activity by inviting groups to make connections between Eisenhower's policies and specific foreign policies pursued by modern presidents.

EXTEND

Social Studies Invite students to write a short historical fiction story about one of the major actions taken by President Eisenhower, based on details from the text. Have them write their stories from Eisenhower's perspective, using *I*.

Comparing Means of Changing Society

The first column of the chart shows four contemporary means of changing society that U.S. presidents can use. From the article, identify four similar examples of historical means of changing society that U.S. presidents used in the past. List these examples in the second column.

CONTEMPORARY MEANS	HISTORICAL MEANS
Using alliances with other nations to create political pressure on a country	
Using military buildups or advancements to limit the military options of another country	
Using economic resources to influence the behavior of another country	
Announcing new goals of foreign policy in a public way so that other governments know the goals the country is committed to achieving	

Comparison

Write a few short sentences explaining how historical and contemporary means of changing society used by presidents are similar to one another.
