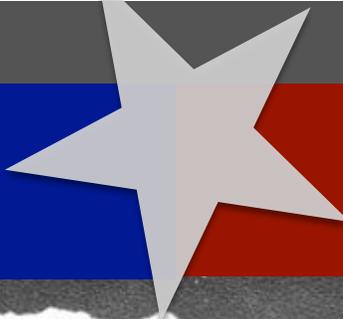


Presidential Series  
Field Trip Enhancement Program



# Cold War Kids: Duck & Cover



Presented by the  
Eisenhower Foundation  
in cooperation with  
The Eisenhower Presidential Library



# Cold War Kids: Duck & Cover

## Introduction:

The Soviet Union successfully detonated an atomic weapon in 1949, just four years after the United States dropped the first atomic bombs on Japan ending World War II. This ushered in an era of Cold War nuclear brinkmanship that cast a shadow on America's sense of security. In response, President Eisenhower and the Federal Civil Defense Administration felt the need to educate and reassure Americans that they could survive an atomic attack from the Soviet Union.

American kids learned to "duck and cover" from Bert the Turtle in schools, while their parents learned how to be prepared from traveling civil defense convoys, and the federal government made plans for the continuity of government in the event of a nuclear attack.

In this program, students examine 1950's civil defense artifacts and vie for supplies in a fallout shelter game.

## Objectives:

- Students will be introduced to the qualities of a primary source.
- Students will learn how President Eisenhower and the FCDA dealt with the fear American citizens perceived regarding the threat of a nuclear war.
- Students will examine measures implemented during the Eisenhower Presidency for continuity of government.
- Students will examine the suggested supplies and procedures for a family fall-out shelter.

## Acknowledgements:

This unit was produced in June 2017 by the Eisenhower Foundation. Mitzi Bankes Gose and Donna Reynolds, writers.

Thanks to the Eisenhower Presidential Library, Museum, and Boyhood Home for their support and resources.

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**Target Grades:** 4th-5th grade

**Length:** 1 hour

## Curriculum Standards:

| Common Core State Standards |                               |               |
|-----------------------------|-------------------------------|---------------|
| Grades 4-5                  | RI - Reading Informative Text | 4, 7, 10      |
|                             | SL - Speaking and Listening   | 1, 2          |
|                             | RH - History/Social Studies   | 1, 2, 6, 7, 9 |

| Natl. Curriculum Standards for Social Studies |                                       |          |
|-----------------------------------------------|---------------------------------------|----------|
| Grades 4-5                                    | Time, Continuity, and Change          | Theme 2  |
|                                               | Individuals, Groups, and Institutions | Theme 5  |
|                                               | Power, Authority, and Governance      | Theme 6  |
|                                               | Science, Technology, and Society      | Theme 8  |
|                                               | Civic Ideals and Practices            | Theme 10 |

| KS Stds for History, Govt, and Social Studies |                                       |         |
|-----------------------------------------------|---------------------------------------|---------|
| 4th                                           | Kansas & Regions of the United States | 1, 2, 4 |



# Lesson Plan

1. Make connections with practices students are familiar with that are relevant to this lesson. You may want to ask students:

- Do they participate in any disaster drills at school or home? Make a list of their responses on the board. (tornado, fire, intruder, etc)
- Do any of them have a storm shelter or safe room at home? Follow-up by asking if they keep any supplies in there, like flashlights, a radio, or a first aid kit. Ask students to imagine that their family would have to stay in that shelter for at least two weeks. What supplies – and how much – would be needed? Make a list of their responses on the board.
- Do they know someone who has a shelter – sometimes called a “bunker” – prepared for a present day global catastrophe? These people are referred to as survivalists or “Preppers” because they are preparing for a crisis, like a natural disaster, a terrorist attack, or a world-wide epidemic.

15 min 2. Familiarize students with background information using the main points in the “Background Briefing.” (pages 4-6)

5 min 3. Go over the term “Primary Source.” Allow students to examine primary sources as they are discussed in the background information.

- Provide a Fall-Out Shelter Guide to students. Have them turn to the page that has a list of supplies and see how their list compares to that list. (make replicas) The Office of Civil and Defense Mobilization (OCDM) distributed twenty-two million copies of The Family Fallout Shelter (1959).

20 min 4. Guide students through the Fallout Shelter Game in groups of three - five. This can go until the cards have all been used or the amount of time allowed has run out.

10 min 5. Conclusion

# Background Briefing

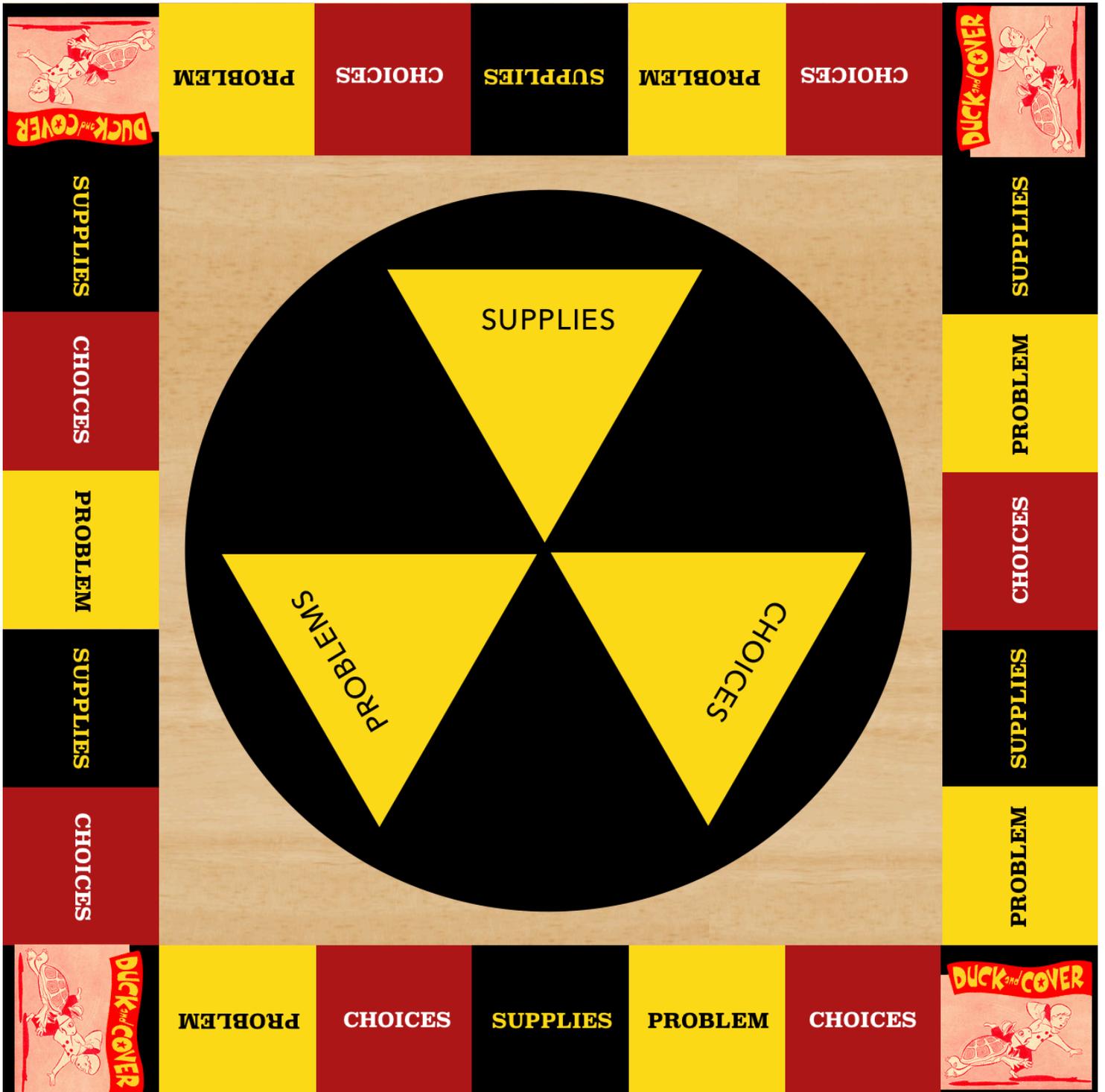
- In the 1950s, when Dwight Eisenhower was the President of the United States, there was a widespread fear of a nuclear war between the USSR (aka: "Soviet Union," and today's "Russia") and the US. Americans needed to know if there was anything they could do to prepare and hopefully survive such an attack. Let's take a look at how we got to that point.
- The U.S. Department of Civil Defense was formed in 1941. Its purpose was to be an organized, but non-military effort to prepare Americans for military attack. Franklin Delano Roosevelt was President of the U.S. at this time.
- During the same year – 1941 – the American Military began its top secret efforts to build an atomic bomb under the code name, "Manhattan Project," at Los Alamos, New Mexico.
- World War II was fought in two different areas, or "theaters" of the world. In May of 1945, Hitler and his Nazi forces were defeated. That portion of World War II was fought in the "European Theater." Dwight D. Eisenhower was the Supreme Allied Commander of the European Forces.
- The war still raged on the "Japanese Theater." The world had grown weary of war's death and destruction – hundreds of thousands of lives had already been lost in the war – but Japan vowed to fight to the very end.
- The U.S. tested the first atomic bomb in New Mexico on July 16, 1945 in the New Mexico desert. Harry Truman was President of the United States at this time.
- Less than one month later, the U.S. dropped two atomic bombs on Hiroshima and Nagasaki, Japan. Hundreds of thousands of Japanese were killed. Japan surrendered on August 15th, ending World War II.
- While the Soviet Union was an ally to the U.S. in WWII, their relationship turned sour as the war closed because the Soviet Union wanted to spread their form of government – COMMUNISM – to the newly liberated, but vulnerable, war-torn countries. The U.S. wants to protect and promote our chosen form of government, DEMOCRACY.
- Through intelligence stolen by spies at Los Alamos, New Mexico (The Manhattan Project) the Soviet Union gained the ability to develop an atomic bomb in 1949. This began the nuclear stage of the Cold War and a stand off between the U.S. and the U.S.S.R. began.

- Cold War tensions and nuclear warfare technologies continued to increase. In 1952, the U.S. created an even more powerful nuclear (hydrogen) bomb.
- Dwight D. Eisenhower was inaugurated as President of the United States in January of 1953.
- The USSR gained the H-bomb technology in 1955.
- Until 1957, the U.S. and USSR could only deliver nuclear bombs by dropping them from bomber planes. Then the USSR developed intercontinental ballistic missiles (ICBM) that could deliver the bombs. The U.S. gained this technology (ICBM) in 1959.
- Dwight D. Eisenhower became President of the United States in the 1952 election, and was inaugurated in January of 1953.
- Fear of a nuclear war escalated and therefore strategies for survival were thought out. The Department of Civil Defense started a major effort to lessen Americans' fears through videos, convoys, pamphlets, and drills that showed them what they could do to be prepared. (Allow students to examine primary sources)
- Some public preparation efforts included:
  - ▶ Booklets and exhibits on how to build a family fallout shelter (we would more commonly call this a "bomb shelter" today) and the supplies that one should have in them. Direct students to turn to page \_\_\_\_ of the guide "The Family Fallout Shelter" and see how the list of supplies compares to the list you made.
  - ▶ Guides and fliers on what people should do to survive an attack.
  - ▶ Public service announcements (videos on tv). TV was a new medium to Americans. Prior to the 1950's, Americans received their news and entertainment via radio or print. Delivering information with moving images and audio through this new technology was very powerful.
  - ▶ In 1952, there was a traveling convoy called "Alert America." It consisted primarily of elaborate displays packaged into semi-truck trailers. Civil defense officials toured through number of states on the Alert America convoy to lecture and provide emergency preparedness workshops while encouraging citizens to volunteer. In addition to the convoy, Alert America was heavily promoted through civil defense drills, radio broadcasts, television programs, and a graphic poster series.
  - ▶ In 1954, the United States Federal Civil Defense Agency instituted an exercise called "Operation Alert." It was a drill that took place on the same day in scores of major cities. Citizens in what were called the "target" areas were required to take cover for fifteen minutes. At the same time civil defense officials tested their readiness and their

communications systems, and federal officials practiced evacuating from the capital. Even President Eisenhower left the White House for a tent city outside Washington. The following day newspapers routinely published reports of the fictitious attacks naming the number of bombs that were dropped in the mock alerts, the number of cities hit, and the number of casualties.

- Drilling for nuclear war became a part of life's routine in the 1950s. The most well-known of the campaigns to educate Americans on what they should do in case of a nuclear attack was a video and drill called "Duck and Cover." Millions of school children saw this video and practiced its drill. After Hiroshima and Nagasaki, we learned that having any kind of barrier between oneself and the initial blast could lesson the damaging effects of the blast. So, in the video, Burt the Turtle ducks into his shell to cover and protect himself as soon as he sees the flash of light from the nuclear blast. (Show students the video, or a portion of it.)

# Fallout Shelter Game



## DIRECTIONS

Recommended for three to five players.

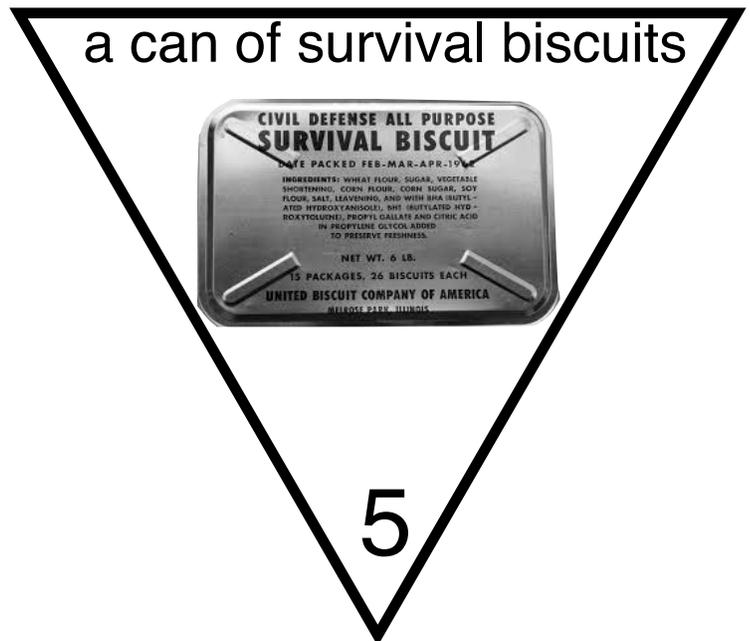
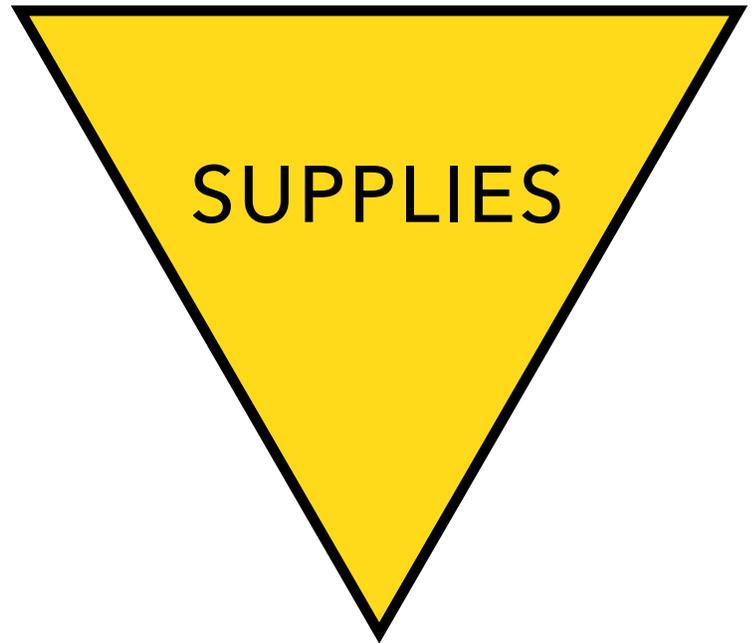
Materials required:

- ▶ Game board – best if printed at the size of 18" x 18" (page 8)
  - ▶ Dice - only one needed
  - ▶ Three to Five player pawns
  - ▶ Printed out game cards for Supplies, Problems, Choices, and Just One More (pages 10-38).
- 
- Each player is given a set of supply cards to stock their fallout shelter. Each supply has a point value.
  - One set of supply cards goes on the board, along with the set of Problems, Choices, and Just One More cards.
  - Each player chooses a pawn that is placed on any of the corner Duck & Cover spaces. Players do not have to all start on the same space.
  - Each player will roll the dice, move his pawn, and pick up a card from the category she lands on. This will either give the player **Supplies**, cost him supplies (**Problems**), or give him a **Choice** to make between supplies.
  - When making a choice, you will discard supply cards by putting them to the side of your own stack of supply cards.
  - There will also be a small set of **Just One More** cards that players will be instructed to draw from. Each player must only do this once. If a player is instructed to draw a second **Just One More** card, she must assign it to another player who has not had one. If every player has had one, simply discard it and take no more action (go on to the next player's turn).
  - If a player does not have the supplies the card requires for a problem or choice, she must proceed to the closest Duck and Cover space.
  - When a player lands on Duck and Cover, she must allow the player on her right to choose a 5 point supply card from her pile.
  - At the end of playing time, each player will figure the total points of their supply cards. The player with the highest points wins.

## SUPPLIES

|                             |    |
|-----------------------------|----|
| sanitation kit              | 25 |
| radiological monitoring kit | 25 |
| medical kit                 | 25 |
| water kit                   | 25 |
| food kit                    | 25 |
| batteries                   | 15 |
| garbage can with bags       | 15 |
| beef jerky                  | 15 |
| eating utensils             | 15 |
| plates and cups             | 15 |
| can opener                  | 15 |
| commode with bags           | 15 |
| household tool kit          | 15 |
| lantern                     | 15 |
| a pet                       | 15 |
| a can of survival biscuits  | 10 |
| toilet paper                | 10 |
| bars of soap                | 10 |
| radio                       | 10 |
| flashlight                  | 10 |
| bedding                     | 10 |
| penicillin tablets          | 10 |
| isopropyl alcohol           | 10 |
| cans of vegetables          | 5  |
| cans of fruit               | 5  |
| two changes of clothes      | 5  |
| bottle of household bleach  | 5  |
| writing materials           | 5  |
| reading materials           | 5  |
| playing cards               | 5  |
| board game                  | 5  |
| bottle of aspirin           | 5  |
| Calamine lotion             | 5  |
| radiological monitoring pen | 5  |
| a box of Twinkies           | 5  |

EXAMPLE:



**SUPPLIES**

**SUPPLIES**

**SUPPLIES**

radiological monitoring kit



25

sanitation kit



25

medical kit



25

food kit



25

drinking water kit



25

5



canned vegetables

radiological monitoring pen  
(dosimeter)



5

batteries



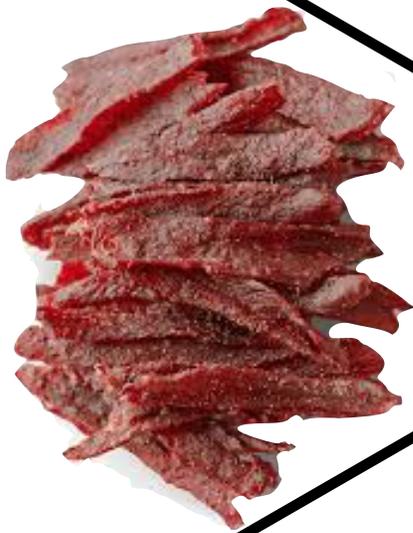
15

garbage can with bags



5

beef jerky



5

change of clothes



5

canned fruit



5

eating utensils



5

plates and cups



10

15



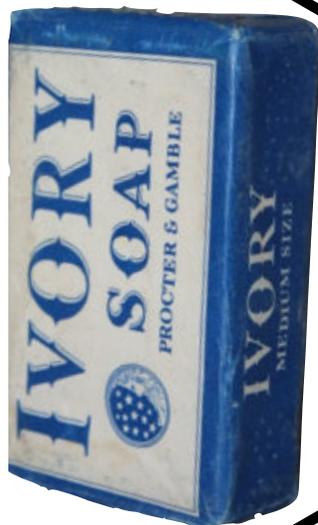
can opener

toilet paper



10

bars of soap



5

commode with bags



15

bottle of household bleach



5

radio



15

15



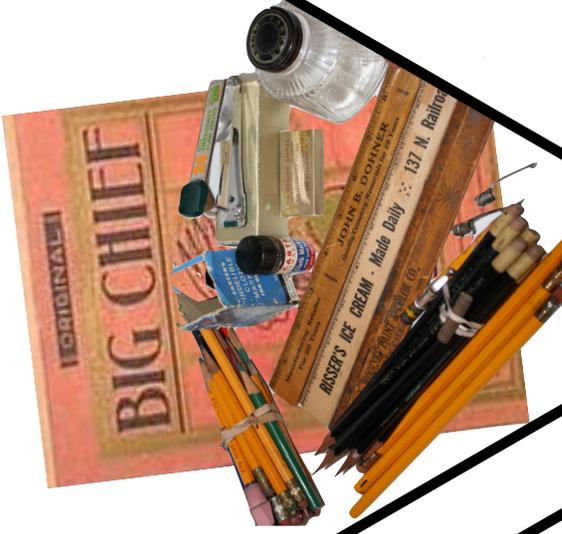
flashlight

bedding



10

writing materials



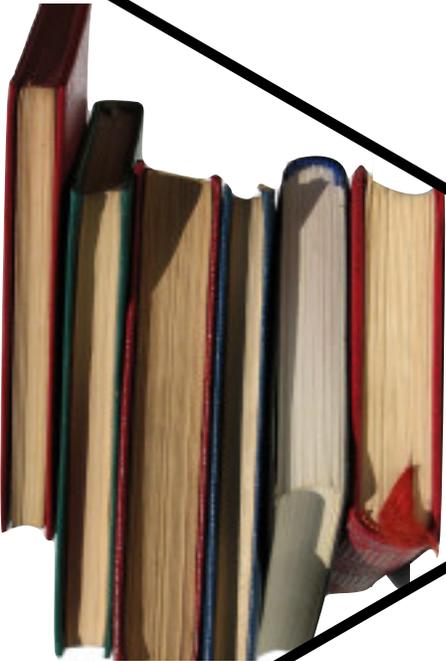
10

15



lantern

reading materials



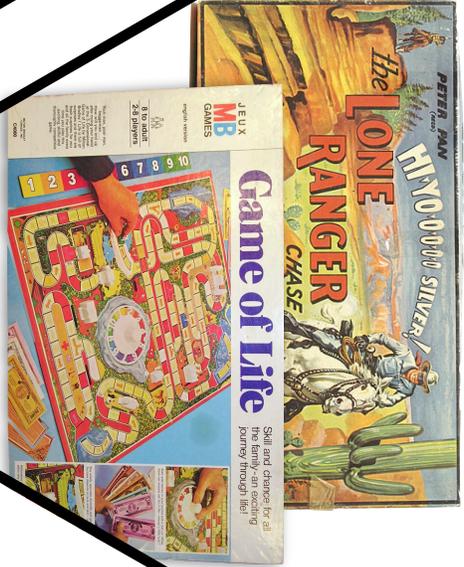
5

playing cards

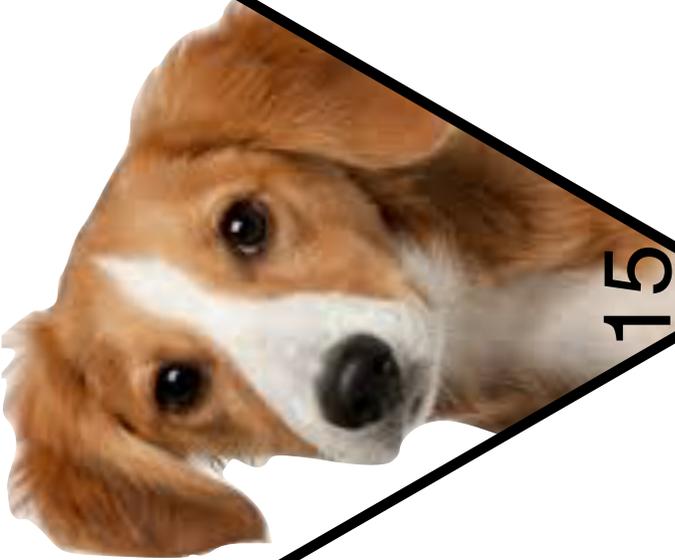


10

board game



pet



15

bottle of aspirin



10

15



household tool kit

isopropyl alcohol



10

calamine lotion



5

penicillin



15

a box of Twinkies



5

a can of survival biscuits



5

10

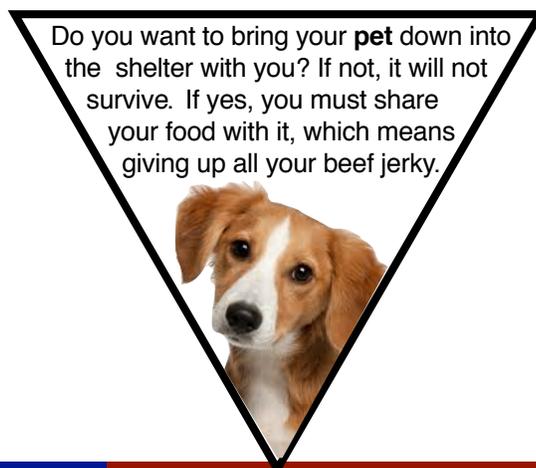
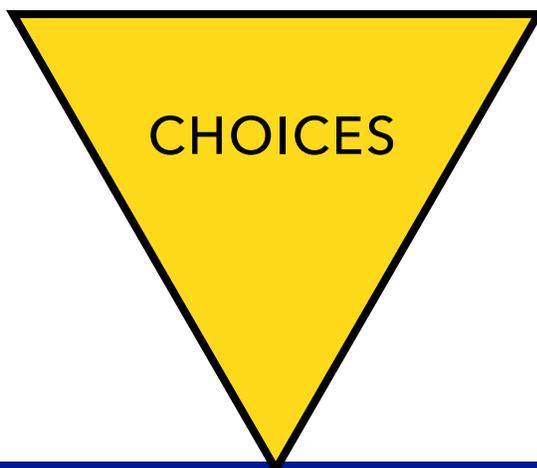


canned soup

## CHOICES

1. Do you want to bring your **pet** down into the shelter with you? If not, it will not survive. If yes, you must share your food with it, which means giving up all your **beef jerky**.
2. You must choose between taking the **can opener** or the **eating utensils**. Is there another way to open all the cans in your shelter, or are you okay eating with your hands? Which do you choose?
3. There isn't room for all these games! You must choose to give up either the **playing cards** or the **board game**.
4. The batteries are running down on both your **radio** and your **flashlight**. You have only enough replacement batteries to save one of those items. Which do you choose? (Discard your **batteries** as well as your choice.)
5. You've run out of toilet paper and now must choose to use up the paper from either your **writing or reading materials**. Which do you choose?
6. Your mother badly cut herself opening a can of food. You have to choose to treat her with either the **penicillin tablets or isopropyl alcohol**. Which do you choose?
7. You did not keep your shelter free from vermin and find that mice have made nests in your **bedding**. You must either get rid of it or use up your **bars of soap** to clean the bedding. Which do you choose?
8. The shelter's storage is filling up! you must choose to either take the **household tool kit** or **plates and cups**. Which do you choose?
9. You don't want your family to get sick from germs or radiation fallout. Do you choose to take a bottle of **household bleach** or the **radiological monitoring pen** into the shelter?
10. You have room for one more person in your shelter, choose from the "**Just One More**" pile and follow its instructions.
11. You have room for one more person in your shelter, choose from the "**Just One More**" pile and follow its instructions.

EXAMPLE:



CHOICES

CHOICES

CHOICES

There isn't room for all these games! You must choose to give up either the **playing cards** or the **board game**.

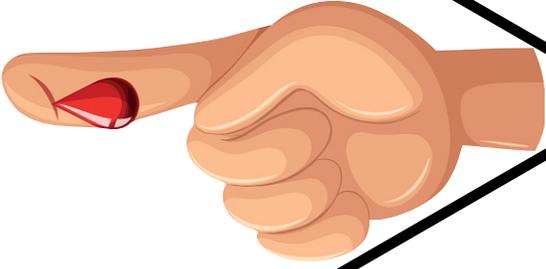


You must choose between taking the **can opener** or the **eating utensils**. Is there another way to open all the cans in your shelter, or are you okay eating with your hands? Which do you choose?



The batteries are running down on both your **radio** and your **flashlight**. You have only enough replacement batteries to save one of those items. Which do you choose? (Discard your **batteries** as well as the item that won't run.)

Your mother badly cut herself opening a can of food. You have to choose to treat her with either the **penicillin tablets** or **isopropyl alcohol**. Which do you choose?



You've run out of toilet paper and now must choose to use up the paper from either your **writing or reading materials**. Which do you choose?



You did not keep your shelter free from vermin and find that mice have made nests in your **bedding**. You must either get rid of it or use up your **bars of soap** to clean the bedding. Which do you choose?



You don't want your family to get sick from germs or radiation fallout. Do you choose to take a bottle of **household bleach** or the **radiological monitoring pen** into the shelter?



The shelter's storage is filling up! you must choose to either take the **household tool kit** or **plates and cups**. Which do you choose?



You have room for one more person in your shelter, choose from the "**Just One More**" pile and follow its instructions.

Your sister kept a secret emergency supply stash in her room, but she brought it down to the shelter for everyone. Draw two supply cards from the discarded pile.



Do you want to bring your **pet** down into the shelter with you? If not, it will not survive. If yes, you must share your food with it, which means giving up all your **beef jerky**.

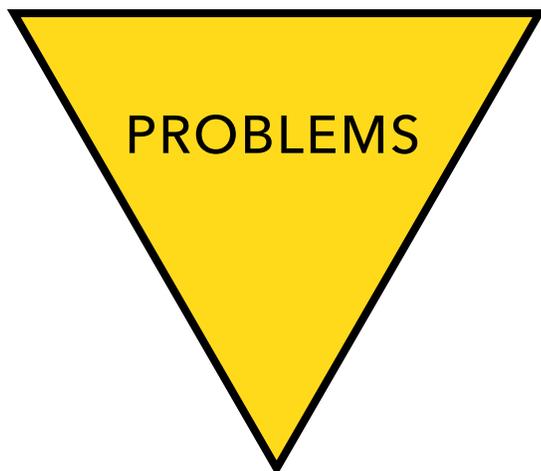


You have room for one more person in your shelter, choose from the “**Just One More**” pile and follow its instructions.

## PROBLEMS

1. The entrance to your shelter does not have a right-angle turn to block radiation. You must use up your **calamine lotion**.
2. You did not follow the instructions for correctly closing the commode bag and it has leaked. You must use up your **household bleach** to clean and sanitize the mess.
3. Your sibling has an ear infection but you do not have ear drops. You must use up your **bottle of aspirin** to help ease her pain.
4. You did not follow the instructions for correctly closing the toilet bag and it has leaked. You must use up your **sanitation kit**.
5. You stacked heavy items on top of your **radiological monitoring kit**. It is now broken—give it up!
6. You did not refresh your water supply every three months and now it is cloudy and odorous — signs of contamination. You must use up your **water kit** to decontaminate.
7. Your father was working outside several miles from home when the blast hit, so it took him an hour to walk home and he is suffering from severe burns and radiation sickness. You must use up your **medical kit** to save him.
8. You forgot to stock your shelter with a **commode and bags**. You must use up the **garbage can and bags** instead. Discard both.
9. You did not completely seal the **food kit** when you looked inside after moving it into the shelter two months ago. It has all spoiled so you must discard it.
10. The ventilation pipe providing fresh air to your shelter has been covered by mounds of dirt from the blast. You must use up **all your fruits and vegetables** supply in order to use the cans to make a new ventilation pipe.
11. You have room for one more person in your shelter, choose from the “Just One More” pile and follow its instructions.
12. You have room for one more person in your shelter, choose from the “Just One More” pile and follow its instructions.

EXAMPLE:



**PROBLEMS**

**PROBLEMS**

**PROBLEMS**

Your sibling has an ear infection but you do not have ear drops. You must use up your **bottle of aspirin** to help ease her pain.



The entrance to your shelter does not have a right-angle turn to block radiation. You must use up your **calamine lotion**.



You did not follow the instructions for correctly closing the toilet bag and it has leaked. You must use up your **sanitation kit**.



Your father was working outside several miles from home when the blast hit, so it took him an hour to walk home and he is suffering from severe burns and radiation sickness. You must use up your **medical kit** to save him.



You stacked heavy items on top of your **radiological monitoring kit**. It is now broken—give it up!



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You forgot to stock your shelter with a **commode and bags**. You must use up the **garbage can and bags** instead. Discard both.



You did not completely seal the **food kit** when you looked inside after moving it into the shelter two months ago. It has all spoiled so you must discard it.

You did not follow the instructions for correctly closing the commode bag and it has leaked. You must use up your **household bleach** to clean and sanitize the mess.



You have room for one more person in your shelter, choose from the "**Just One More**" pile and follow its instructions.



You have room for one more person in your shelter, choose from the "**Just One More**" pile and follow its instructions.



## JUST ONE MORE

1. You've welcomed your neighbor into your shelter. He is a farmer and brings with him packets of seeds and a shovel, which could be very helpful in growing food to survive later. +50 points  
However, he eats all your **survival biscuits** and uses all the **toilet paper**. Discard them both.
2. You've welcomed a co-worker into your shelter. She is an engineer, which could be very helpful in rebuilding infrastructure later. +30 points  
However, she is annoyingly competitive when playing the **board game** and has used up all the **batteries** for her alarm clock.
3. A friend of the family was caught outside during the blast and was knocking on the shelter's door asking for help. He is a physician, which could be very helpful in healing other survivors. +40  
However, his own badly burned hands require him to use up all your **Calamine lotion** and **aspirin**. Discard them both.
4. You've welcomed an old friend into your shelter. He is a strong athlete, which could be very helpful to the physical labor required in rebuilding a home later. +20  
Unfortunately, he is eating lots of your food to keep up his muscles. Discard **any three of your food items or your food kit**.
5. You've welcomed a friend into your shelter. She is an accomplished musician and artist and has brought her guitar and paints to the shelter. This will provide lots of entertainment and music education which will be helpful in the shelter and in the future. +35  
However, she has used up all the **writing materials** to write songs and spilled paint on your **change of clothes**. Discard them both.

EXAMPLE:



JUST ONE  
MORE

You've welcomed a friend into your shelter. He arrives prepared with one bag full of survival supplies. Draw **one supply card** from the discard pile.

You've welcomed a friend into your shelter. He arrives prepared with two bags full of survival supplies. Draw **two supply cards** from the discard pile.

You've welcomed a good neighbor into your shelter. She arrives prepared with three bags full of survival supplies. Draw **three supply cards** from the discard pile.

However, he ate all of your **Twinkies** in the night. Discard them.

You've welcomed a co-worker into your shelter. She is an engineer, which could be very helpful in rebuilding infrastructure later. **+30 points**

However, she is annoyingly competitive when playing the **board game** and has used up all the **batteries** for her alarm clock.

You've welcomed a friend into your shelter. She is an accomplished musician and artist and has brought her guitar and paints to the shelter. This will provide lots of entertainment and music education which will be helpful in the shelter and in the future. **+35 points**

However, she has used up all the **writing materials** to write songs and spilled paint on your **change of clothes**. Discard them both.

You've welcomed an old friend into your shelter. He is a strong athlete, which could be very helpful to the physical labor required in rebuilding a home later. **+20 points**

Unfortunately, he is eating lots of your food to keep up his muscles. Discard **any three of your food items** or **your food kit**.

A friend of the family was caught outside during the blast and was knocking on the shelter's door asking for help. He is a physician, which could be very helpful in healing other survivors. **+40 points**

However, his own badly burned hands require him to use up all your **Calamine lotion** and **aspirin**. Discard them both.

You've welcomed your neighbor into your shelter. He is a farmer and brings with him packets of seeds and a shovel, which could be very helpful in growing food to survive later. **+50 points**

However, he eats all your **survival biscuits** and uses up all the **toilet paper**. Discard them both.

# Conclusion

We know there was – and still is – a necessity to install and test civil defense operations for Americans. Having these plans help ease people’s fears that it is possible to survive a nuclear attack or some other national catastrophe if one is prepared, and that there will still be a rule of law.

There was – and is – much skepticism over whether these preparations would actually be effective in the face of a nuclear attack. Would ducking under a desk really save you from a nuclear blast? How much would sheltering under ground really help if the land, water, and air are all dead and radioactive when people emerge and need to eat, drink, and breathe from those contaminated elements?

Even President Eisenhower wondered aloud about the ultimate efficacy of civil defense. It is noted in a previously classified document, that in a July 25, 1956, expanded Cabinet meeting following Operation Alert, “[*President Eisenhower*] reminded the Cabinet that in a real situation these will not be normal people - they will be scared, will be hysterical, will be ‘absolutely nuts.’ The President stressed ‘the job of trained government people is to preserve some common sense in a situation where everyone is going crazy. Who is going to bury the dead? Where would one find the tools? The organization to do it? We must not assume that we are going to handle these problems with calmness. Any such assumption would be completely unrealistic.’”

In a July 17, 1956, letter to Val Peterson, the Administrator of Civil Defense, President Eisenhower stated that in the end, individual citizens must take final responsibility for their survival through preparation. The government can only do so much in the wake of a catastrophe. Ike wrote, “*Should an emergency occur, our nation's survival may be dependent upon the way each of us responds to his duty. In an area attacked, survival will initially rest mainly with the individual and the community. . . . Civil defense can never become an effective instrument for human survival if it becomes entirely dependent upon Federal action.*”

Eisenhower's statement in that letter circles us back to the pervading message of being prepared for disaster, whether it is 1955 or 2018.

The amassing of nuclear weapons ushered in a new, more destructive kind of World War III to worry about. As the U.S. expanded its nuclear arsenal and developed missile defense shields, a doctrine of "**mutually assured destruction**" was created by President Eisenhower's Secretary of State, John Foster Dulles. It asserted that if either the United States or the Soviet Union used nukes, both would annihilate each other. Therefore, nuclear bombs began to be seen as a means of deterring others from attacking due to the assurance that it would result in their own demise. (This is also referred to as "brinksmanship" or "massive retaliation"). This tactic has worked so far .

..

Even though no country has used nuclear bombs as weapons since the U.S. attacked Hiroshima and Nagasaki in 1945, the threat of nuclear war remains. Recent tensions between the U.S. and North Korea have re-escalated America's fear of a possible nuclear war. On December 1st, 2017, Hawaii even reinstated a monthly statewide test of sirens to make sure its citizens are prepared for a possible nuclear strike. As North Korean scientists improve their rocket missile capabilities, the need for Americans to once again prepare fallout shelters and practice Duck & Cover drills may be upon us.

# Continue the Conversation

## Atoms for Peace

Nuclear technology is dual use in nature, meaning that it can be used to produce nuclear energy or to build nuclear weapons. In a July 17, 1956, letter to Val Peterson, the Administrator of Civil Defense, President Eisenhower wrote, *“Our unchanging national goal is a peaceful world community in which the vast human and material resources now being invested in offensive and defensive preparations can be turned to the good of mankind. But the lessons so harshly learned during the past few decades make it clear that, until a stable peace prevails in the world, we must stay strong and vigilant. Thus peace and preparedness are joined. . . . In the event of an attack upon us, civil defense at once becomes one of our immediate reactions imperatively required for our nation's survival.”*

- ▶ What does President Eisenhower express hope for in the first sentence?

In his *Atoms for Peace* speech before the United Nations General Assembly on December 8, 1953, President Eisenhower sought to solve the atomic dilemma by suggesting a means to transform the atom from a scourge into a benefit for mankind. With this speech, President Eisenhower placed the debate over the control of nuclear science and technology, which had largely been the province of government officials and contractors, squarely before the public and a range of peaceful atomic programs were created. The original speech can be read or watched online at [EisenhowerFoundation.net](http://EisenhowerFoundation.net).

- ▶ What stands out most to you from this speech?
- ▶ What proposal did President Eisenhower make?

The present public controversy over nuclear technology as a clean energy source versus its dangers as a weapon of war or a homeland catastrophe can be traced back to President Eisenhower's determination that control of nuclear science was an issue for all Americans.

- ▶ Do you agree with that?
- ▶ What policies do you think the U.S. government should have regarding the use of nuclear technology for ourselves? With other countries?

# Primary Sources

| Type       | Description of primary source items used with this lesson*:                                                                              |
|------------|------------------------------------------------------------------------------------------------------------------------------------------|
| metal can  | Civil Defense all purpose survival cracker tin, National Biscuit Co., 1962                                                               |
| metal can  | Can of emergency drinking water, 1952, 10 oz. US Civil Defense, H&M Packing Corp.                                                        |
| varied     | Bendix V-730 Dosimeter pens, charger, and manual.                                                                                        |
| magazine   | <i>Life Magazine</i> , January 12, 1962: Community Shelter                                                                               |
| post cards | 1959, U.S. Postal Service, Civil Defense "Safety Notification Cards"                                                                     |
| radio      | Radio, Zenith, circa 1955                                                                                                                |
| metal sign | Fallout Shelter Sign, metal                                                                                                              |
| booklet    | "Family Fallout Shelter," 1959, OCDM***, #MP-15, booklet                                                                                 |
| booklet    | "Personal Preparedness in the Nuclear Age," 1958, OCDM***, SM-3-11 (Student Manual)                                                      |
| booklet    | "Family Shelter Designs" DOD**, OCD*, H-7, 1962                                                                                          |
| booklet    | "Emergency Sanitation at Home," OCDM***, H-1, 1958                                                                                       |
| booklet    | "Home Protection Exercises," OCDM***, MP-2-1, 1958                                                                                       |
| booklet    | "Fallout Protection for in Homes with Basements" DOD, OCD, H-12, May 1967                                                                |
| booklet    | "Fire Fighting for Householders" DOD, OCD, booklet                                                                                       |
| booklet    | "Personal and Family Survival" DOD, OCD, SM 3-11 (Revised) May, 1963                                                                     |
| booklet    | "Fallout Protection: What to Know and Do about Nuclear Attack" OCD, DOD, December, 1961.                                                 |
| pamphlet   | Atomic Bomb Pamphlet: Army Medical Department                                                                                            |
| poster     | "Bert the Turtle Say Duck and Cover," poster (reproduction), OCD                                                                         |
| poster     | "Warning Signals." DOD, State of New Jersey                                                                                              |
| varied     | SKIV Sanitation Kit, 50 persons, OCD, DOD, 1962                                                                                          |
| speech     | Eisenhower, Dwight D. "Draft of Presidential Speech Before the General Assembly of the United States." November 28, 1953.                |
| letter     | Eisenhower, Dwight D. "Letter to Val Peterson, Administrator of Civil Defense, on the Occasion of Operation Alert 1956.," July 17, 1956. |
| notes      | Whitman, Ann. "Notes on the Expanded Cabinet Meeting held from 2:30 to 3:45 P.M. on Wednesday, July 25, 1956."                           |
| video      | <i>Atoms for Peace</i> . Speech video. 1953.                                                                                             |
| booklet    | "Ten for Survival: Survive Nuclear Attack." DOD, OCD, May 1959                                                                           |
| booklet    | "Survival Under Atomic Attack: The Official U.S. Government Booklet." U.S. Government Printing Office, 1950.                             |

\*Office of Civil Defense

\*\* Department of Defense

\*\*\*Office of Civil and Defense Mobilization

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