Hoosiers on Alert

How Cold War tensions shaped life in Indiana

IS.1.24 "Analyze the responses in Indiana resulting from Cold War tensions."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one example of each of three Indiana responses to Cold War tensions, number the examples 1 to 3, and circle one effect or limit linked to each so you can compare their impact.

The Cold War Comes Home

1. In October 1962, news of a possible nuclear war reached Indiana kitchens and classrooms during the Cuban missile crisis. Families listened to radio updates, while schools practiced what students should do if an attack came. Indiana civil defense officials encouraged residents to plan for emergencies, and communities identified public fallout shelters in buildings such as schools and courthouses. A shelter was meant to reduce exposure to radioactive fallout after an explosion, not to stop a direct blast. Drills and shelter plans gave people actions they could take, but they also made a distant conflict part of everyday life.

2. Indiana also became part of the nation's military preparations. At Bunker Hill Air Force Base, near Peru, the Air Force stationed B-58 Hustler bombers in the 1960s. These fast aircraft were designed to carry nuclear weapons and reach distant targets. The base provided jobs for service members and nearby businesses, but its mission connected the community to the risk of nuclear conflict. A bomber base could help deter an attack by showing that the United States could strike back. Unlike a classroom drill, this response depended on military force, and it placed a strategic target within Indiana.

3. Cold War tensions also shaped how Hoosiers argued about American policy. The United States fought in Vietnam partly to prevent the spread of communism, a major Cold War goal. In May 1970, after President Richard Nixon expanded the war into Cambodia and National Guard troops killed four students at Kent State University in Ohio, students at Indiana University in Bloomington joined campus protests. Some called for an end to the war and questioned the human cost of containment. Protest did not protect a shelter or launch a bomber. It offered another response: public pressure on leaders whose decisions affected people at home and abroad.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did school drills and fallout shelters respond to the same threat in different ways? Include a limit of one response.

2. Why might the bombers at Bunker Hill Air Force Base make nearby residents feel both safer and less safe?

3. How did a Cold War goal help lead to the Indiana University protests described in the passage?

4. How did campus protest respond to Cold War tensions differently from civil defense planning and the bomber base?

3 YOUR TURN

Your own words

Imagine you are advising an Indiana town council in 1962. In 5 to 7 sentences, compare two responses from the passage, give one benefit and one limit or cost of each, then propose a new local action based on your comparison.

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PART 1 · READ AND MARK

Underline one example of each of three Indiana responses to Cold War tensions, number the examples 1 to 3, and circle one effect or limit linked to each so you can compare their impact. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did school drills and fallout shelters respond to the same threat in different ways? Include a limit of one response.	**Drills taught students what to do during an attack, while shelters were meant to reduce exposure to fallout afterward. A shelter could not stop a direct blast.**
2	Why might the bombers at Bunker Hill Air Force Base make nearby residents feel both safer and less safe?	**The bombers could deter an attack by showing that the United States could strike back, but the base also made the area a strategic target.**
3	How did a Cold War goal help lead to the Indiana University protests described in the passage?	**The goal of preventing communism's spread was one reason the United States fought in Vietnam. After the war expanded into Cambodia and four students were killed at Kent State, Indiana University students protested the war.**
4	How did campus protest respond to Cold War tensions differently from civil defense planning and the bomber base?	**Protest put public pressure on leaders over their decisions about the war. Civil defense planning prepared people for an attack, while the bomber base supported military deterrence.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our community should prepare for a nuclear emergency without pretending every danger can be removed. School drills give students a practiced routine, but they cannot stop a bomb or remove fear. The bombers at Bunker Hill Air Force Base may discourage an enemy attack, but their mission could also make nearby communities targets. Both responses address danger, yet one focuses on survival and the other on military deterrence. I recommend a public meeting where families can ask which buildings offer fallout shelter and what those shelters cannot do. Clear information would make drills more useful without claiming that bombers guarantee safety.

Accept other well-supported comparisons and local proposals that follow from the passage. For the 1962 task, students should not refer to the 1970 protests as an event that has already happened.