Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_

Duck & Cover Video Activity

**Directions:** *View the video and take notes while the film plays. After the film is over, answer the following questions.*

1. What animals does the filmmaker use in the opening of the film to represent American schoolchildren and the enemy?

2. Who produced the film? Who consulted in the making of it?

3. In the film, the narrator says that the atomic bomb is “very dangerous,” and equates it with other dangers children face. What dangers are listed? Why do you think the producers of the film chose to do this?

4. How does the narrator describe what happens in an atomic explosion? How does the narrator describe what might happen to children in an explosion? How does the narrator describe “duck and cover”?

5. What two different types of nuclear attack does the narrator state might happen? Which one does the narrator claim probably will happen? Why do you think the producers of the film claimed this?

6. How does the narrator describe what children should do if there’s an attack without any warning?

7. How does “Tony the Cub Scout” do the “duck and cover” drill? Who assists Tony when the all clear sounds?

8. How does the family on a picnic protect themselves from atomic blasts?

9. What does the narrator of the film suggest students do if they have any questions about what to do if the bomb explodes? In case of a nuclear attack, what does the narrator suggest students should do (1) if there are adults around, and (2) if there aren’t adults around?

10. In your view, did Civil Defense and the producers of this film really believe the “facts” presented in this film, or did they believe the film would serve as propaganda to ease the minds of children or parents who were concerned that war between the U.S. and USSR was inevitable?