

Historical Literacy Project Model Unit Gallery Template

Unit Title: Cold War

Designed by: Lisa A. Nothstein and Frank Singles

District: Reach Academy for Girls and Tower Hill School

Content Area: Social Studies

Grade Level(s): 6-8

Summary of Unit

This unit is designed to guide students through the Cold War Era. Students will develop an understanding for the era by beginning with a lesson on how former allies became enemies following World War II. The unit will then progress through the War in Korea, the space race, the Red Scare, the Bay of Pigs, and the Cuban Missile Crisis. Students will complete the unit after reading *Thirteen Days* and participating in a simulation of the Cuban Missile Crisis and complete journal entries as if they were President Kennedy.

Delaware Content Standards

History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].

Historical inquiry is not limited to the study of specific events, but may also focus on ideas or trends which extend across space and time. The continuing migrations of a population, the development of a religion or a philosophy, or the gradual change in the social status of a particular group all represent possible subjects for investigation. Such investigations depend heavily on the ability to construct accurate chronologies and draw logical conclusions regarding cause and effect.

History Standard One 6-8: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.

HISTORY

History organizes events and phenomena in terms of *when* they occur. Students study the ways in which individuals and societies have changed and interacted over time. They practice the skills of gathering historical data, and examining, analyzing, and interpreting these data. They learn to organize events through chronologies, and to suggest cause-and-effect relationships among those events. Before choosing a position or acting, citizens need to be able to research issues in order to understand the importance of historical developments and trends on contemporary events. The study of history empowers them to form reasonable conclusions about the potential consequences of available options.

Big Idea(s)

- Change over time
- Cause and effect
- Changing relationships between countries and world leaders
- Complexity of presidential decisions

Unit Enduring Understanding(s)

Students will understand that events must be organized logically in order to recognize patterns and trends.

Students will understand that historical events allow us to draw conclusions about causation and patterns of change over time.

Students will understand the importance of relationships between world leaders.

Unit Essential Questions(s)

Is change inevitable?

How often does the past predict the future?

What is the evidence for my conclusion?

Knowledge and Skills

- Students will be able to identify the reasons why former allies during WWII became foes following the war.
- Students will be able to explain the relationship between Joseph Stalin and Presidents Roosevelt and Truman.
- Students will be able to identify the reasons for United States involvement in the Korean War.
- Students will be able to discuss the Cuban Missile Crisis from the point of view of President Kennedy.

Suggested Performance/Transfer Task(s) (Strive for an authentic task that will yield evidence of student mastery of the targeted benchmark. Ex: a book or movie review, closing statement, a Photo Story documentary, a student composed section of a history text, a timeline.)

Project Title/Description: The Decisions of Presidents

Students will create a journal as if they are President Kennedy during the Cuban Missile Crisis.

Essential Question Addressed: What is the evidence for my conclusion?

Prior Knowledge: Now that you have studied the people and events of the Cold War you are to create a **Presidential Journal** written from the perspective of President Kennedy during the Cuban Missile Crisis.

Scenario: (Problem/Role) - The United States have been involved in many conflicts with other nations since the Revolutionary War. After the development of the branches of government most of the responsibility of dealing with other nations and guiding the policies of the country has fallen upon the President of the United States. It is the responsibility of each president to keep the citizens safe from foreign invasions. During the Cuban Missile Crisis, President Kennedy was forced to make decisions based on the knowledge, advice and the intelligence data he was given at the time. Your role in this project is to be President Kennedy during this crisis and create a series of journal entries that are for your eyes only. Use the sources studied in this unit as well as any other information that you have researched. Use events, people, data, describe your emotions, instincts and decision making process.

Requirements: The journal should include at least 15-20 entries, assuming the president may make multiple entries in one day depending on how events unfold. Journal entries may be presented in a journal or posted on a tri-fold poster board.

Final Product: The final product should be set up as if it will be placed in the National Archives for a Cold War exhibit. The final product should also contain an essay answering the following questions regarding your research.

1. What is difference with how President George Bush and President Obama could handle a crisis compared with President Kennedy in 1962? What has changed? What has stayed the same?
2. What factors do you think led President Kennedy to make the decisions he made? What factors do you think most often affect President Obama?
3. If you were President Kennedy what would you have done differently? Why?

Rubric(s)

Scoring Category	Score Point 3	Score Point 2	Score Point 1
Perspective	All journal entries are in the point of view or perspective of President Kennedy.	Most of the journal entries are in the point of view or perspective of President Kennedy.	Most of the journal entries are NOT in the point of view or perspective of President Kennedy.
Journal Entries	Journal is well designed and creative. The perspective is clear and consistent. The required numbers of entries are included.	Journal contains necessary information, but perspective and theme are not completely consistent.	Journal contains minimal information, perspective is not clear and theme is inconsistent.
Accuracy of Facts and Data	All facts and data are accurate and	There are 2-3 inaccurate facts and details used in the journal.	There are more than 3 inaccurate facts or details used in the journal.
Essay	Essay answers all questions accurately and provides details and examples. Essay contains no spelling or grammatical errors.	Essay answers all questions, but details and examples are not provided for each question and contain spelling or grammar errors.	Only 1-2 questions are answered. Details and examples are not provided for each question and contain spelling or grammar errors.
Comments	.		

Other Evidence (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

Timeline (chronology)

Document Analysis (historical documents)

Geographic Comparisons (maps)

Journal Entries

Student Self-Assessment and Reflection

Journaling

Peer Review

Large and small group work and discussions.

Lesson # 1

Title of Lesson: Friend or Foe

Author(s) Lisa A. Nothstein and Frank Singles

Lesson Description: This lesson details the changing relationship between nations following World War II. During this lesson students will also explore the development of the Atomic Bomb, the liberation of Eastern Europe, the idea of the Iron Curtain as well as the relationship between Joseph Stalin and President's Roosevelt and Truman.

Time Required: This lesson will take approximately three - four class periods.

Essential Question Addressed: Is change inevitable?

Enduring Understanding:

History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.

- The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.
- Students will understand the importance of relationships between world leaders.

Materials:

1. Middle School Social Studies Text
2. Post WWII - Outline Map of Europe (Handout 1)
3. Political Cartoon - Iron Curtain (Handout 2)
4. Political Cartoon - Atomic Bomb (Handout 3)
5. Chronology - A Broken Alliance (Handout 4)
6. Cold War Graphic Organizer (Handout 5)
7. "Thirteen Days" A Memoir of the Cuban Missile Crisis - Robert F. Kennedy (this book will independently throughout the unit with teacher monitored journal entries.

Procedures:

1. Vocabulary (words and terms to be defined)- capitalism, communism, atomic bomb, containment, Warsaw Pact, NATO, arms race, Truman Doctrine, Marshall Plan.
2. Map Activity - (Post WWII Europe) Students will locate and label the important places.
3. Read about the start of the Cold War; Potsdam, Yalta, United Nations, Truman Doctrine, Marshall Plan and the struggle between the United States and the Soviet Union. (use any appropriate middle school social studies text).
4. Analyzing a Political Cartoon - Iron Curtain
5. Analyzing a Political Cartoon - Atomic Bomb (Peace Today)
6. Chronology Skills - A Broken Alliance - Post War Alliances, 1946-1949 (comprehension/inference, application/cause and effect and evaluation questions).

Debrief: Graphic Organizer - Results of WWII - United States and Soviet Union.

Formative Assessment (“Check for Understanding”): Essay - What caused the United States and the Soviet Union to go from allies to enemies after WWII? Explain.

Did you consider the following unit design principles?

IP – International education perspective

IL – Information Literacy

WR – Workplace readiness/21st century skills

FA – Formative assessment, used to check for understanding

DI- Differentiated Instruction

UDL– Universal Design for Learning

TL – Technology Literacy

Resources and Teaching Tips (Consider the two questions below when completing this section.)

1. Key Decisions in U.S. History - Volume 2 , Walch Publications, Patrick Henry Smith and John Croes
2. The DBQ Project - Mini Q's in American History - Volume 2: 1877 - Present , Brady and Roden
3. The Cold War - A History in Documents - Allan M. Winkler
4. We Interrupt This Broadcast - text and CD's - Joe Garner
5. Thirteen Days - A Memoir of the Cuban Missile Crisis by Robert F. Kennedy

Lesson # 2
Title of the Lesson: War in Korea

Author(s) Lisa A. Nothstein and Frank Singles

Lesson Description: This lesson introduces students to the Korean War and the decisions made by President Truman involving Communism and the Korean War.

Time Required: Approximately 3 class periods.

Essential Question Addressed:

1. Is change inevitable?
2. How often does the past predict the future?

Enduring Understanding:

History is often messy, yet a historian must logically organize events, recognize patterns

and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.

- The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.
- Students will understand the importance of each decision made by a President and how crucial reliable information is during the decision making process.

Materials:

1. Middle School social studies text.
2. Key Decisions in U.S. History - A Participatory Approach - Volume 2: 1861-1994, President Truman: Should the United States fight communism in Europe? (pages 53-54)
3. Power Point - Inchon
4. Cold War Timeline 1945- 1954 (Handout 6)
5. "Thirteen Days" A Memoir of the Cuban Missile Crisis - Robert F. Kennedy (this book will independently throughout the unit with teacher monitored journal entries.

Procedures:

1. Vocabulary (words and terms) - Mao Sa Zedong, Douglas MacArthur, President Truman, 38th Parallel, Truman Doctrine, Marshall Plan.
2. Read about the Korean War from any appropriate middle school social studies text book for background information.
3. Secondary Source Interpretation - President Truman: Should the U.S. fight communism in Korea? Students will participate in the decision making process.
4. Power Point - Inchon

Debrief:

Essential Question - Is change inevitable?

Students will create an illustrated timeline from 1945 - 1954 reviewing events that occurred early in Cold War through the Korean War. (*Example 1946 - Winston Churchill coined the phrase "Iron Curtain"*) Teacher will supply the dates and students will identify the correct event and include an appropriate illustration.

Formative Assessment ("Check for Understanding"):

Students will create a narrative based on the timeline and answer the essential question: Is change inevitable?

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Lesson # 3

Title of the Lesson: The Space Race

Author(s) Lisa A. Nothstein and Frank Singles

Lesson Description: This lesson details the Soviet launch of Sputnik in 1957, and the fear of Communism driven by McCarthyism and American reaction to these events.

Time Required: Approximately 2-3 days.

Essential Question Addressed:

1. Is change inevitable?
2. How often does the past predict the future?

Enduring Understanding:

History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.

- The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.
- Students will understand how events abroad have a significant impact on events in the United States.

Materials:

1. Reading - “Sputnik Launched by Soviets” and corresponding questions (Handout 7)
2. Reading - excerpt from “The Crucible” by Arthur Miller (Handout 8)
3. “Thirteen Days” A Memoir of the Cuban Missile Crisis - Robert F. Kennedy (this book will independently throughout the unit with teacher monitored journal entries.)
4. Cold War Quiz (Handout 9)

Procedures:

1. Vocabulary - Sputnik, satellite, NASA, Red Scare, President Eisenhower, HUAC, McCarthyism, Arms Race
2. Read about the launch of Sputnik, the space race and McCarthyism from an appropriate middle school text book.
3. Read an essay on Sputnik (October 4, 1957), and answer appropriate comprehension questions.
4. Read an excerpt of the Arthur Miller play “The Crucible” in which McCarthyism is compared to the Salem Witch Trials. Students will work in pairs or small groups to read, answer and evaluate the impact of these events.

Debrief: Students will be asked to write journal entries discussing the similarities and differences between the Sputnik and Red Scare events during the Eisenhower years with the terrorist and terrorist cells during the Bush and Obama years.

Formative Assessment (“Check for Understanding”):

1. Students will answer the essential question: How often does the past predict the future? As they make significant comparisons between the past and present.
2. Quiz (Handout 9)

Did you consider the following unit design principles?

IP – International education perspective

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Resources and Teaching Tips (Consider the two questions below when completing this section.)

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3. The Cold War - A History in Documents - Allan M. Winkler
4. We Interrupt This Broadcast - text and CD's - Joe Garner
5. Thirteen Days - A Memoir of the Cuban Missile Crisis by Robert F. Kennedy

Lesson # 4

Title of the Lesson: The Cold War - The Kennedy Years

Author(s) Lisa A. Nothstein and Frank Singles

Lesson Description: This lesson introduces the students to President Kennedy and the many foreign policy issues he faced during his administration. Communism created many hot spots in the world. Crafting a response to this aggressive behavior proved to be a difficult task for President Kennedy who responded with a flexible response policy with the United States adjusting its actions based on the particular situation.

Time Required: Approximately 4-5 class periods.

Essential Question Addressed:

Is change inevitable?

How often does the past predict the future?

- What is the evidence for my conclusion?

Enduring Understanding:

History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.

- The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left

out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.

- Students will understand the role of a President and his advisors during a crisis that threatens the United States.

Materials:

1. "Thirteen Days" A Memoir of the Cuban Missile Crisis - Robert F. Kennedy (this book will independently throughout the unit with teacher monitored journal entries.
2. Minute by Minute - The Role of Intelligence in the Cuban Missile Crisis - A Case-Based Lesson Plan from the International Spy Museum in Washington, D.C.
3. JFK and The Cuban Missile Crisis - a re-creation of President Kennedy's striving to handle the Cuban Missile Crisis in 1962. (Interaction Publishers - Lakeside, CA 92040)
4. News Journal Article - 2002 - Cuban Missile Crisis nearly got out of control, documents show by Anita Snow (Handout 10).

Procedures:

1. Vocabulary - Bay of Pigs, quarantine, flexible response, Ex Comm., CIA, Berlin Wall, I.C.B.M., S.A.M. , sortie, National Act of 1947, I.R.B.M.
2. Bay of Pigs (The Cold War A History in Documents) Castro ties to Soviet Union (pages 87-89), these documents will provide background information.
- 3 Analyze photographs from the Minute by Minute Spy Museum booklet to allow students to see the information that President Kennedy had available to him as he made crucial decisions.
4. Ex Comm (Executive Committee of the National Security Council) Activity (JFK and The Cuban Missile Crisis)

Debrief:

Students will analyze a 2002 document (Cuban Missile Crisis nearly got out of control, documents show by Anita Snow) that brings to light declassified information regarding the Cuban Missile Crisis.

Formative Assessment ("Check for Understanding"): The Kennedy journal is a percentage of the final test grade as well as the following essay questions.

1. Class Discussion - . What makes a good leader? Discuss President Kennedy and General Secretary Khrushchev as leaders. Could either be seen as heroic?

Written Response -

1. What were the most important points in the decision making process that led you to the policy decisions that were made to solve this crisis?
2. How did the Soviet Union, Cuba and the United States get into this crisis? How is this a good example of a Cold War?
3. What parallels do you see between the Cuban Missile Crisis and events within the last decade?

IL – Information Literacy

WR – Workplace readiness/21st century skills

FA – Formative assessment, used to check for understanding

DI- Differentiated Instruction

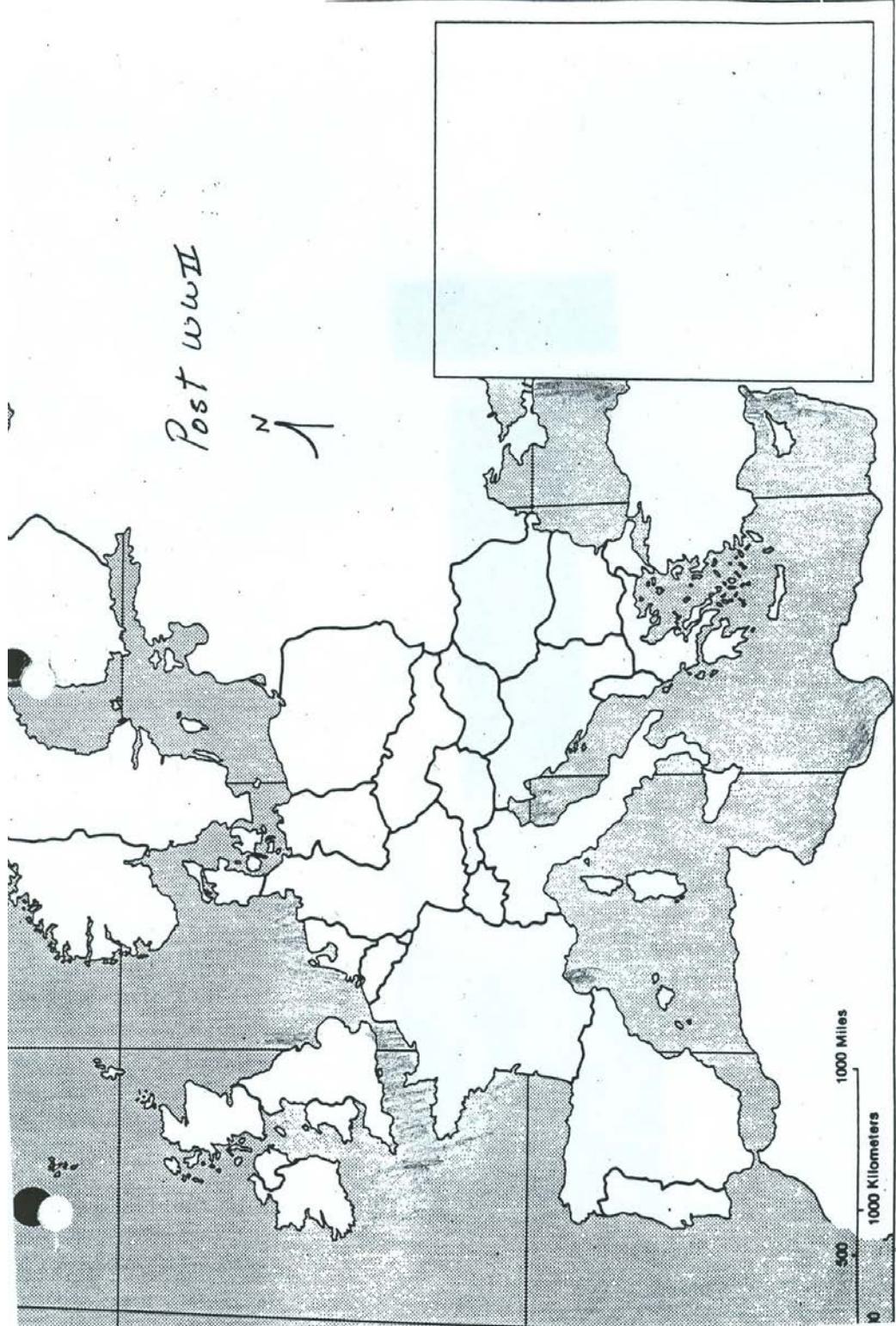
UDL– Universal Design for Learning

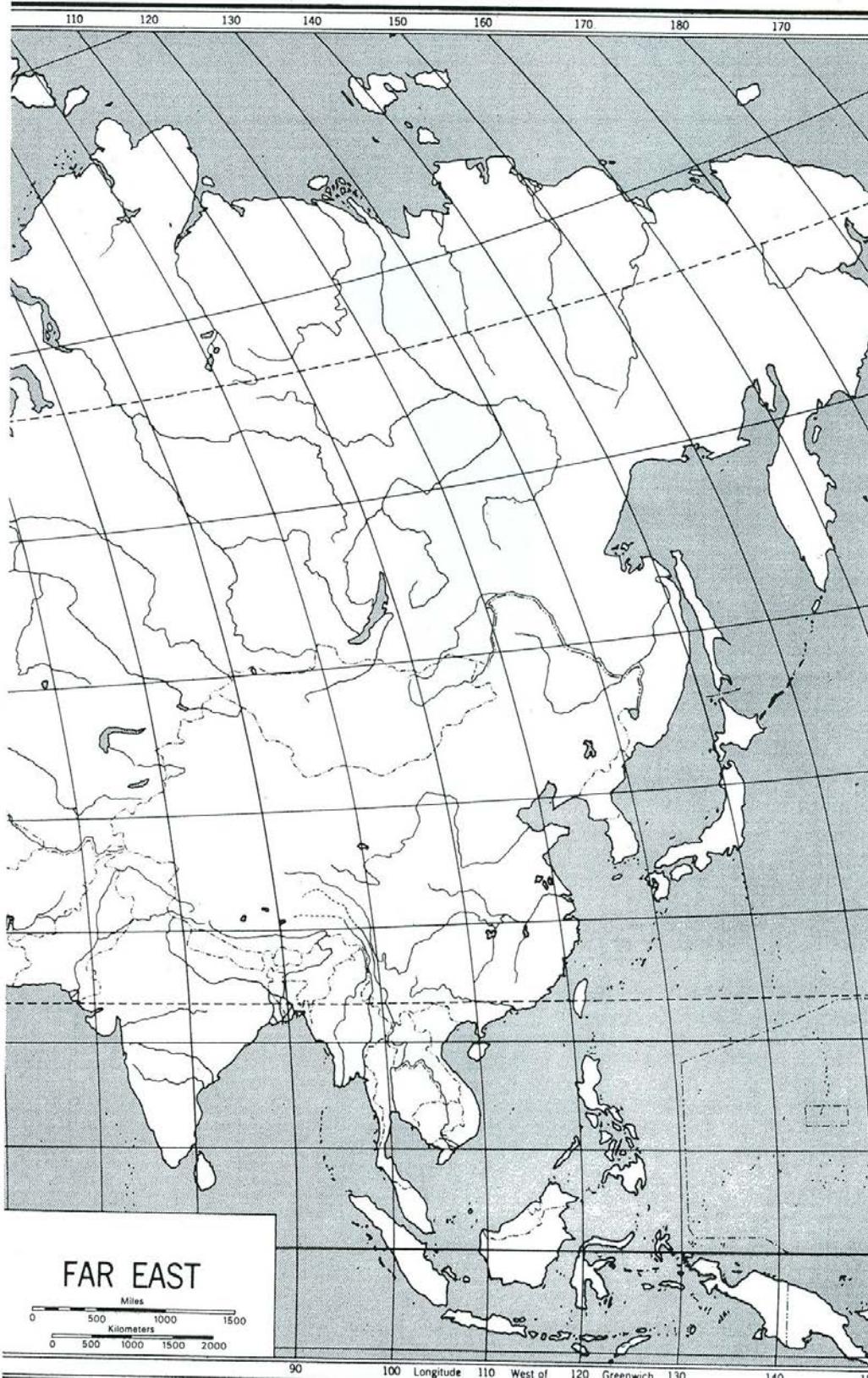
TL – Technology Literacy

Resources and Teaching Tips (Consider the two questions below when completing this section.)

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2. The DBQ Project - Mini Q's in American History - Volume 2: 1877 - Present , Brady and Roden
3. The Cold War - A History in Documents - Allan M. Winkler
4. We Interrupt This Broadcast - text and CD's - Joe Garner
5. Thirteen Days - A Memoir of the Cuban Missile Crisis by Robert F. Kennedy
6. Minute by Minute - The Role of Intelligence in the Cuban Missile Crisis - International Spy Museum, Washington, D.C.

Note - When reading Thirteen Days, in the after-word there is a discussion regarding constitutional issues regarding the Cuban Missile Crisis.





Cold War Map Places

Directions: **Give all places letters or numbers**

Shade in the Warsaw Pact nations. Label the capitals of each.

Shade (different color) in the N.A.T.O. nations. Label the capitals of each.

Yalta Potsdam “ Iron Curtain” Atlantic Ocean North

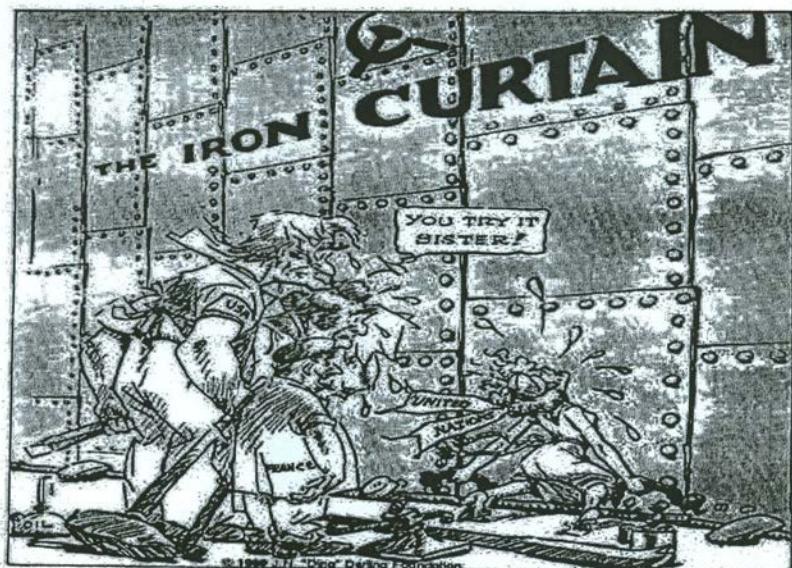
Sea

Manchuria Yalu River North Korea- Pyongyang Sea of
Japan

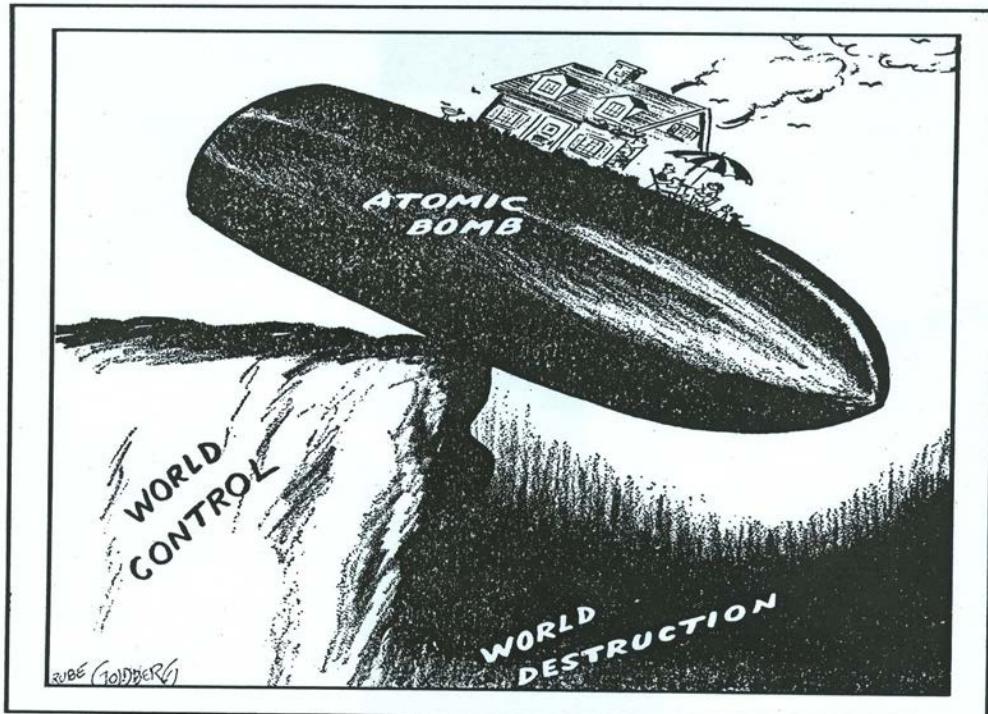
Yellow Sea Inchon South Korea- Seoul Pusan

38th Parallel Soviet Union People’s Republic of China- Beijing

We Tried Everything but Dynamite



10. PEACE TODAY 1947



REUBEN (RUBE) GOLDBERG, THE NEW YORK SUN, INC.
WINNER OF PULITZER PRIZE, 1948

Chronology Skills - A Broken Alliance

The alliance between the United States and the Soviet Union was based on mutual distrust. This distrust eventually turned to hostility. In September 1945, the Soviet Union decided there would be no free elections in Eastern Europe. By 1946, the two nations were confronting crisis after crisis. The World War II alliance was broken and an uneasy truce allowed for the division of eastern and western Europe. Use the chart to trace the events that led to the dissolution of the United States and Soviet Union alliance and then answer the corresponding questions.

Post-War Alliances, 1946-1949

1946	1947	1948	1949
<p>February - Kennan speaks on "containing communism"</p> <p>March - Churchill delivers "iron curtain" speech</p> <p>June - Baruch Plan is rejected. Soviet Union refuses inspection.</p> <p>Soviet puppet government is forced from Iran.</p> <p>Soviet Union pressures Turkey for military bases.</p> <p>Great Britain is no longer able to keep military forces at eastern end of the Mediterranean.</p> <p>Great Britain pulls out of Greece and Turkey.</p>	<p>March - Truman Doctrine is issued. U.S. aid to Turkey and Greece is approved.</p> <p>June - Marshall Plan offers aid to European countries.</p>	<p>February - Soviet Union takes over Czechoslovakia.</p> <p>United States, France and Great Britain combine their sectors of Germany.</p> <p>June - West Germany federal republic is formed.</p> <p>Soviets blockade Berlin.</p> <p>Berlin airlift begins.</p>	<p>May - Berlin blockade is lifted.</p> <p>June - United States Senate ratifies NATO treaty pact.</p> <p>September - Soviet Union explodes its first atom bomb.</p>

Comprehension (Inferring Information)

1. What was the first indication that the United States-Soviet alliance was beginning to come apart?

2. What event motivated the United States, France, and Great Britain, to combine their sectors of Germany into one?

3. Why did President Truman issue the Truman Doctrine?

Application (Recognizing Cause-and-Effect)

4. Which of the events in the chart can be considered hostile Soviet acts?

5. Which of the American acts were responses to Soviet actions?

6. Which events cannot be directly related to any others?

Evaluation (Judging Policies)

7. Do you think that the Berlin airlift was a successful policy for the allies? Explain why, using examples from the chart.

Cold War Graphic Organizer

Directions. Review what you have learned about the results of World War II. Fill in the organizer below to identify the results of the war for the United States and the Soviet Union.

Results of World War II		
The United States		Soviet Union

Cold War Timeline 1945-1962

Directions: Identify the event for the given date and add appropriate illustrations for what you think are the seven most significant events. Some events have already been identified.

1945

February 4-11:

May 8:

July: Potsdam Conference - Germany was officially partitioned into four zones of occupation.

August 6:

August 9:

August 14:

August 15: Emperor surrender broadcast - VJ Day.

1946

February 9:

March 5:

March 10:

July 1: Operation Crossroads with Test Able was the first public demonstration of America's atomic arsenal.

1947

March 12:

June:

September 2: Rio Pact - U.S. met 19 Latin America countries and created a security zone around the hemisphere.

1948

February 25:

June 24:

1950

January 30: Truman approves H-bomb development.

February:

June 24:

1951

January 12: Federal Civil Defense Administration established.

April 11:

1952

A- Bombs developed by Britain

1953

March 17 - June 4:

April 15: RAND report on the "Vulnerability of U.S. Strategic Air Power"

July:

December 8 -

1954

March 1: H-bomb Castle-Bravo test.

March: KGB established.

July:

1955

May:

1956

June 29: USSR sent tanks into Poznan, Poland, to suppress demonstration by workers.

September 4:

1957

October 4:

1958

November: Khrushchev demands withdraw of troops from Berlin.

1959

January:

1960

May: Soviet Union reveals that U.S. spy plane was shot down over Soviet territory.

November:

December 19:

1961

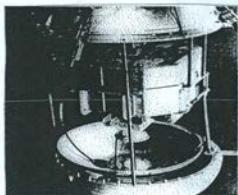
April: Bay of Pigs Invasion.

August 17:

1962

U.S. involvement in Vietnam increases.

Sputnik Launched by Soviets



*"Today, there is
a new moon in
the sky."*

October 4
1957

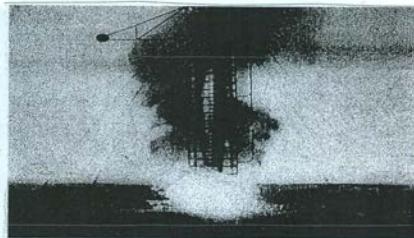
Above:
The second Soviet
satellite, *Sputnik II*,
entered orbit on
November 3, 1957.
It is shown here
on a test launch

In 1957, the cold war between the U.S. and the Soviet Union reached beyond politics and into outer space. In the years following World War II, the U.S. had become the scientific and technological leader of the free world. Maintaining this pre-eminence was widely believed to be essential to U.S. economic vitality and the best way to contain Soviet aggression. "American ingenuity" in engineering and applied science was recognized throughout the world.

However, the U.S. scientific community was heavily faced with Europeans who had fled the war and post-war devastation and there was concern that U.S. successes were not home-grown accomplishments but based on borrowed European talent. This uncertainty was particularly acute because many believed even the U.S. space program's limited success could be attributed to German scientists who had worked on Hitler's ballistic missile project.

the satellite the U.S. was attempting to launch. A month later, the Soviet Union compounded U.S. discomfort by launching *Sputnik II* with a live dog named Laika as a passenger. The U.S. failure to launch its small satellite in December of that year emphasized the magnitude of the Soviet accomplishment.

The Soviet success and American failure not only hurt American pride, but also appeared to directly challenge the U.S. ability to curb the Soviets by way of superior technology. While *Sputnik's* broadcast of eerie intermittent croaking was not a direct threat to national security, the

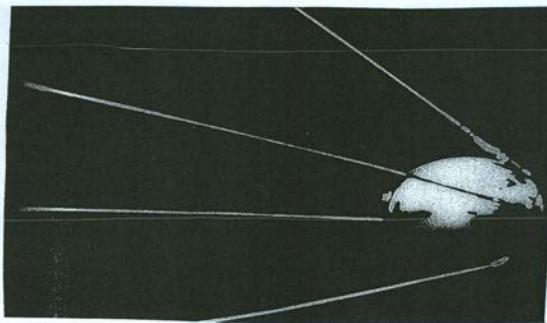


In preparation for the International Geophysical Year (1957-1958), both the U.S. and the Soviet Union announced plans to launch artificial satellites. The U.S. space program was conducted in full view of the world and was obviously struggling. The Soviet space program was centered in a remote region of Kazakhstan and conducted with utmost secrecy. Rumors of a new launch vehicle, significantly larger than anything the U.S. had built, circulated at scientific meetings. However, even these vague claims were received skeptically and usually dismissed as Soviet propaganda. The Soviet announcement in the summer of 1957 of the frequencies on which their satellite would broadcast was largely ignored.

On October 4, 1957, the Soviets stunned the world when *Sputnik* (literally "traveling companion") rode into orbit on a ballistic missile. By U.S. standards, *Sputnik* was huge; at 184.3 pounds, it was twenty times larger than

implied superiority of the Soviets in ballistic missile technology was alarming. To Americans who were primed to believe the worst after a decade of cold war, it was chilling to realize that if this piece of "Soviet propaganda" was true, other secret and even more frightening Soviet initiatives might surface at any time.

The Soviet *Sputnik* successes, with their implication of Soviet scientific and engineering prowess, helped to create not only the huge American space program of the 1960s and 1970s but also spurred U.S. investment in education and scientific research.



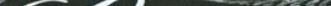
I. Comprehension Questions Answer each of the following in the space provided.

A. Why was it important for the United States to maintain its "scientific and technological leadership in the world?"

B. Why was the world "stunned" with the launch of the Sputnik satellite in 1957?

C. Why did Americans panic after the Soviet Union launched *Sputnik*?

We Interrupt This Broadcast, by Joe Garner, 1998, Sourcebooks, Naperville, Ill.
* An audio CD comes with this book



Literature CONNECTING TO



The Crucible

Arthur Miller

In his 1953 play, *The Crucible*, author Arthur Miller compared McCarthyism to the Salem witch trials of 1692. Miller suggested that in both cases people stood accused when there was no evidence against them. He wrote that this treatment went against their civil liberties. In the following excerpt, John Proctor has confessed to witchcraft to try and save himself from being hanged. Deputy Governor Danforth wants Proctor to identify other witches—just as HUAC asked witnesses to identify Communists.

[DEPUTY GOVERNOR] DANFORTH: Mr. Proctor. When the Devil came to you did you see Rebecca Nurse in his company? *Proctor is silent.* Come, man, take courage—did you ever see her with the Devil?

[JOHN] PROCTOR, almost inaudibly: No. Danforth, now sensing trouble, glances at John and goes to the table, and picks up a sheet—the list of condemned.

DANFORTH: Did you ever see her sister, Mary Easty, with the Devil?

PROCTOR: No, I did not.

DANFORTH, *his eyes narrow on Proctor*: Did you ever see Martha Corey with the Devil?

PROCTOR: I did not.

DANFORTH, realizing, slowly putting the sheet down: Did you ever see anyone with the Devil?
PROCTOR: I did not.
DANFORTH: Proctor, you mistake me. I am not empowered¹ to trade your life for a lie. You have most certainly seen some person with the Devil.
Proctor is silent. Mr. Proctor, a score of people

have already testified² they saw this woman with the Devil.

PROCTOR: Then it is proved. Why must I say it?

DANFORTH: Why "must" you say it! Why, you

should rejoice to say it if your soul is truly purged³ of any love for Hell!

¹empowered; allowed ²testified; stated upon

A courtroom scene from a film version of Arthur Miller's play The Crucible.

PROCTOR: They [the accused] think to go [be executed] like saints. I like not to spoil their names [reputation].

DANFORTH, *inquiring, incredulous*: Mr. Proctor,
do you think they go like saints?

PROCTOR, evading: This woman never thought she done the Devil's work.

DANFORTH: Look you, sir. I think you mistake
the man who is to be your master.

your duty here. It matters nothing what she thought—she is convicted. . . . Your soul alone is the issue here, Mister, and you will prove its whiteness or you cannot live in a Christian country. Will you tell me now what persons conspired⁴ with you in the Devil's company?

Proctor is silent.
To your knowledge was Rebecca Nurse ever—
PROCTOR: I speak my own sins; I cannot judge another. *Crying out, with hatred:* I have no tongue for it.

Understanding What You Read

1. Literature and History Which elements of this excerpt reflect colonial times? Which reflect the 1950s?
 2. Literature and You Do you think it is better for Proctor to remain silent or to testify against the others?

empowered: allowed

²testified; stated under oath.

³purged; sic

**conspired; planned*

Name _____ Date _____
Early Years of the Cold War

I. Read each sentence. Fill in the blank with the word from the word pair that best completes each sentence. 10 pts/ea.

1. On October 1, 1949 led by _____, the Communists officially established the People's Republic of China. (**Joseph Stalin/Mao Zedong**)
2. The _____ was a line dividing North and South Korea. (**38th Parallel/Yalu River**)
3. From 1950 to 1953 the United States fought Communist _____ in the Korean War. (**North Korea and China/Poland**)
4. Cold War fears led to the _____ in the late 1940s and 50s. (**Red Scare/Sputnik**)
5. Wisconsin senator _____ raised fears to a fevered pitch in 1950 by charging that Communists were working inside the State Department. (**Joseph McCarthy/John Proctor**)
6. In 1950 President Truman approved work on the _____ a weapon more powerful than the atomic bomb. (**hydrogen bomb/Mao Zedong**)
7. In what became a nuclear _____ both the U.S. and the Soviet Union rushed to build more weapons. (**arms race/Sputnik**)
8. In October 1957 the Soviet Union launched _____ the world's first artificial satellite. (**Red Scare/Sputnik**)

II. Essay. Please answer in sentences.

20 pts.

A. In the excerpt for the play *The Crucible* should John Proctor remain silent or testify? EXPLAIN.

Cuban missile crisis nearly got out of control, documents show

By ANITA SNOW
Associated Press

HAVANA — Key actors in the 1962 Cuban missile crisis meeting here Saturday have learned that fast-moving events 40 years ago nearly spun out of control and brought them closer to nuclear disaster than they ever imagined.

Studying newly declassified documents at a conference on the crisis, Cuban, American and Russian protagonists were told the most dangerous day of all was Oct. 27, 1962 — when a U.S. Navy destroyer dropping depth charges off the Cuban coast almost accidentally hit the hull of a Soviet submarine carrying a nuclear warhead.

The U.S. military "did not have a clue that the submarine had a nuclear weapon on board," Thomas Blanton, director of the National Security Archives, said Saturday night.

The nonprofit archive at George Washington University collected many of the documents for study during the three-day conference on the crisis that started Friday.

The depth charges "exploded right next to the hull," Vadim Orlov, the submarine's signals intelligence officer, said in his written account of the incident. "It felt like you were sitting in a metal barrel, which somebody is constantly blasting with a sledgehammer."

At first, submarine crew members considered using the nuclear weapon, thinking that war had erupted, Orlov wrote in his account. But they ultimately

A newly declassified document showed that U.S. intelligence officials had photographed only 33 of the 42 medium-range missiles in Cuba that the Americans later discovered were there at the time.

surfaced, showing themselves to their American pursuers and defusing the tension.

Another document showed that U.S. intelligence officials had photographed only 33 of the 42 medium-range missiles in Cuba that the Americans later discovered were there at the time. Intelligence officials also never found any nuclear warheads, which they later learned had been kept on the island.

The historical papers underscored the dangers of a nuclear attack that existed during those tense October days.

"A real war will begin, in which millions of Americans and Russians will die," Anatoly Dobrynin, the Soviet ambassador to the United States, quoted then-U.S. Attorney General Robert Kennedy as telling him in a top secret memo, now declassified, on Oct. 27, 1962.

"The situation may get out of control, with irreversible consequences," Robert Kennedy wrote after an American spy plane was shot down over Cuba and President Kennedy was pressured to order pilots to return fire if fired upon.

Cuban President Fidel Castro participated in the conference's closed-door sessions Friday and Saturday, as did former Defense Secretary Robert McNamara

and other key advisers from the Kennedy administration.

As events began spinning out of control in late October 1962, Castro began expecting a U.S. strike on Soviet facilities on the island and was prepared to shoot down American combat aircraft if they invaded Cuba, according to a top-secret military directive to Gen. Issa A. Pliyev, head of Soviet forces in Havana.

The Soviets were prepared,

too. "In case of a strike on our facilities by American aircraft it has been decided to use all available air defense forces," the directive said.

A portion of the documents, made available to the Associated Press, demonstrate that the crisis did not end on Oct. 29, 1962, when the two sides signed an agreement to remove the offensive weapons, as was widely believed.

Weeks after the Soviet Union agreed to pull the missiles from Cuba, Khrushchev worried that an "irrational" Castro would renew tensions with the United States — and perhaps provoke war.

"Castro is a fool who only wants to drag us behind it with a leash, and wants to pull us into a war with America by its actions," Khrushchev said in a Nov. 16, 1962, letter to diplomatic aides in Cuba.

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