

Unit Title:

Subject/Topic Area/ Grade Level(s): Cold War/ High School

Designed By: Melissa Buchanan, Rene Diaz, and Brian Nabb

Time Frame: 12 Days

Date: March 2011

Brief Summary of Unit (This should include a brief unit summary including a description of unit goals, rationale for the approach taken, and where it appears in the course of study.)

- Lesson 1: (Brian Nabb) Students will examine the impact of ideas that American and Russian leaders based their worldview on, in order to see how the politicians of both countries implemented those ideas into their political and economic systems
- Lesson 2: (Rene Diaz) Students will examine the causes of the Cold War, the ideological struggle between the United States and the Soviet Union, and their competition for world dominance which emerged after World War 2.
- Lesson 3: (Melissa Buchanan) Students will examine the impact of the Cold War on the United States. Students will examine primary sources to determine what happened to the US during the Red Scare. They will then determine what they believe is the impact. Then the students will look at how America's conflict with Cuba impacted the United States and America's relationship with other nations. They will examine CIA documents to advise the President as to how he should act. Then the students will look at what Kennedy actually did and how it impacted the United States and its foreign policy. Lastly, the students will look at the current war on terror and how it compares to the Cold War. Has America changed or stayed the same?

Stage 1: Desired Results

(Determine What Students Will Know, Do and Understand)

Delaware History Content Standard (Write out the Delaware History standard for which instruction is provided in this unit and which are ultimately assessed in the unit.)

- History Standard 1: Students will employ chronological concepts in analyzing historical phenomena [Chronology].
Students will analyze historical materials to trace the development of an idea or trend across space and over a prolonged period of time in order to explain patterns of historical continuity and change.
- History Standard 4: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].

Big Idea (This should include transferable core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Ex: Manifest Destiny, fighting for peace.)

Cold War

Unit Enduring Understandings (This should include important ideas or core processes that are central to the unit and transferable to new situations beyond the classroom. Stated as full-sentence statements, the understandings specify what we want students to understand about the Big Ideas Ex: All sources contain some level of bias.)

Students will understand that...

- In order to study the past one must analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

Unit Essential Question(s) (This should include open-ended questions designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content. Please consult the history clarification documents at http://www.doe.k12.de.us/ddoe/files/pdf/History_Clarifications.pdf for a list of essential questions that the Delaware Department of Education has deemed to be in alignment with the standards.)

Knowledge & Skills (This should include key knowledge and skills that students will acquire as a result of this unit. Ex: difference between a primary and secondary source, historians use different sources.) It should also include what students will eventually be able to do as a result of such knowledge and skill Ex: analyze a primary source document,.)

Students will know....

- The reasons for the Cold War
- Americans reaction to the war with the Soviet Union
- The impact the war had on the united States.

Students will be able to...

- Demonstrate their understanding through written expression
- Analyze documents to formulate responses
- Trace a historical trend over time (and space.)

Stage 2: Assessment Evidence (Design Assessments To Guide Instruction)

(This should include evidence that will be collected to determine whether or not the Desired Results identified in Stage One have been achieved? [Anchor the unit in a performance task that requires transfer, supplemented as needed by other evidence – quizzes, worksheets, observations, etc.]

Suggested Performance 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.)

The following is a Document Based Question adapted from the United States History Advanced Placement Test from 2001.

Students should read the following documents and answer the questions associated with them. Then answer the essay question using the documents and your knowledge of the Cold War.

The Essay Question: *What were Americans afraid of during the Cold war? How did the government attempt to address those fears?*

Document A

Source: Dwight Eisenhower, press conference, March 1954.

There is too much hysteria. You know, the world is suffering from a multiplicity of fears. We fear the men in the Kremlin; we fear what they will do to our friends around them. We fear depression; we fear the loss of jobs. All of these, with their impact on the human mind, makes us act almost hysterically, and you find the hysterical reactions.

Document B

Source: John Foster Dulles, Secretary of State, June 1954.

If world communism captures any American State, however small, a new and perilous front is established which will increase the danger to the entire free world and require even greater sacrifices from the American people.

Document C

Source: *Life Magazine*, May 1955



Document D

Source: *Foreign Affairs Magazine*, Author signed X (later determined was George Kennan), July 1947

The West needs to adopt a policy of "containment" toward the Soviet Union. The United States needs to take steps to prevent Soviet expansion by containing the areas of communism and not allowing it to spread. I am convinced that if the Soviet Union fails to expand, its social system will eventually break down.

Document E

Source: Historical Statistics of the United States, Department of Commerce.

	1949	1951	1953	1955	1957	1959
GNP per capita, 1958 dollars	\$2,172	\$2,495	\$2,507	\$2,650	\$2,642	\$2,688
Total Gov. Spending in billions of dollars	\$40.6	\$45.8	\$76.8	\$68.5	\$76.7	\$92.1
Surplus (or deficit) in billions of dollars	\$1.0	\$7.6	(\$5.3)	(\$3.0)	\$3.2	(\$12.9)
Defense spending as percent of government spending	32.7%	51.1%	68.1%	63.2%	62.9%	57.9%

Rubrics for Performance Task (Be sure to align your rubric to the benchmark. A student should not be able to score well on a rubric if he or she has not mastered the standard/benchmark itself.)

Transfer Task Rubric

Scoring Category	Score Point 3	Score Point 2	Score point 1
Both questions are answered with a clear well developed thesis.	Both questions are answered with a well developed thesis.	Either only one question is addressed well or both are addressed weakly .	Neither question is addressed well or both questions are addressed very weakly .
Level and number of supporting facts contained in the letter.	There are numerous, relevant facts that effectively support their analysis	There are a few, relevant facts that support their analysis	There are minimal, relevant or irrelevant facts that ineffectively support their analysis.
Use of documents to support their answer.	Their answers are well supported with documents.	Their answers are partially supported with documents.	Their answers are not well supported with documents.
Students prove their understanding of the time period through a well developed response.	The response is well developed	The response is partially developed	The response is minimally developed
Uses content-appropriate vocabulary in order to demonstrate understanding	Content-appropriate vocabulary is well developed and evident	Some evidence of content-appropriate vocabulary usage	Minimal evidence of content-appropriate vocabulary usage

Total Score: _____

Above the Standard: 13 to 15
Meets the Standard: 8 to 12
Below the Standard: 5 to 7

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

Formative Assessments are embedded into the lesson through Warm-ups and Checks for Understanding.

Teachers can collect these to use for assessment grades.

Student Self-Assessment and Reflection (This should include opportunities for students to monitor their own learning. Ex: reflection journals, learning logs, pre- and post-tests, editing own work.)

Opportunities for self-monitoring are found throughout the unit, primarily through warm-ups and checks for understanding. There are multiple opportunities for students to reflect upon their work, as well as that of their classmates.

Lesson # 1

Title: "The Power of Ideas"

Ideological Framework

Author: Brian Nabb

Lesson Description: Briefly describe what the students will be doing in this lesson and why.

- Students will examine the impact of ideas that American and Russian leaders based their worldview on, in order to see how the politicians of both countries implemented those ideas into their political and economic systems

Time Required: Approximately how long will it take to complete the instructional activities described in this lesson?

- 5 days (50 minute lessons)

Essential Question Addressed: What is the essential question for this lesson?

- 9-12b:** Students will develop an understanding of recent and modern world history and its connections to United States history, including:
- Revolutions, ideologies, and technological change (1750-1917)
 - The 20th Century world (1900-present)

Enduring Understanding: What is the enduring understanding at which students should arrive?

Materials: 1. Handouts 1-4

2. World History Resources for background information on American and Russian Revolutions

Procedures:

Stage 1: (Gathering Information)

Warm-up: Post the following quote:

"Ideas are more powerful than is commonly understood. Indeed, the world is ruled by little else. Madmen in authority, who hear voices in the air, are distilling their frenzy from some academic scribblers from a few years back...Sooner or later it is ideas, not vested interests, which are dangerous for good or evil." -John Maynard Keynes

Have students answer the following questions based on the quote:

1. What do you think Keynes meant by the phrase "ideas rule the world?"
2. What does the author mean that madmen hear voices? Whose voices does he say madmen hear?
3. How could ideas be dangerous for good or evil? Provide two examples from World History (i.e. Hitler's ideas vs. Gandhi's ideas)

Review the questions with students. Ask students to list the "voices in the air that guide their action or influence them to display certain types of behaviors or opinions.

Display the following quote:

"Economists and other thinkers have the ideas, it is politicians who implement them..."-Daniel Yergin
*Keep those quote in their notes until stage 1 is finished in order to refer back to the quote once students grasp the following concept.

Students will analyze how an idea needs to be combined with emotion in order to manifest as action or will.

Ask students to do the following: List all of the ideas that you had in the past year, but never took action on.

1. Have students Think/Ink/Share. Ask students why the ideas that they had did not manifest into action?
2. Give students Handout #1 (Table)
3. Have students write mind, emotion, and physical on the left side of the table. Next walk students through the table explaining that in actually all three are interconnected but can work independently.

Column 1	Column 2
Mind>	Thought, Ideas
Emotion>	Desire, Feeling
Physical>	Action, Will

Students need to understand in order for an idea to come into physical manifestation the idea or thought must be clothed with enough desire and feeling. Without desire and/or feeling Thoughts or ideas never come into action in the physical.

AP #1 Refer students back to the quote by Daniel Yergin. (Impact Writing) Ask students to write a paragraph using the quote and their charts to explain the role of a academic/intellectual and the role of a politician in our society.

Focus Question: What conditions could lead a country to have a lot of pent up emotional energy?

1. Develop a word-map for upheaval
2. Ask students to identify events that could lead a society to despair, anger, hatred,
3. Examples could be any political, social, economic, or natural (hurricane Katrina upheavals.
4. Why do students think that this may be an opportune time for change or revolutions to occur within society?
5. Ask students what upheavals occurred in the American colonies on the eve before the "American Revolution."
6. Show a clip from John Adams, HBO miniseries, of the British tax collector being tar and feathered in Boston.
7. Students should complete an observation reaction after watching the clip. Their notes should be used to construct a short paragraph that summarizes their ideas and feelings about their observations.
8. Debrief the causes for the emotional outbreaks in the American colonies. This lesson could be included in an extended unit that compares the American, French, and Russian Revolutions.

Background Reading: Students will need to complete readings and graphic organizers from a

textbook to gain background information on Russia from 1861-1917. A great resource for this material is "**The Russian Revolution**" from **The Choices Program**.

AP#2: What upheavals took place in Russia that allowed for revolutionary ideas to spread?

Stage 2: (Extending and Refining)

Warm-up: Complete two word maps

1. Marxism>State-planned economy
2. Traditional Liberalism (modern-day conservatism)>Market Economy

Split students into four groups. Students will be given various quotes from leading traditional liberalist intellectuals and communist intellectuals. Students will read the quotes in their groups and walk to the appropriate area where Marxism and Traditional Liberalism are posted in front of the classroom.

Quote cards: Each group should be given the same set of quotes but in a different order. Distribute each card individually to the groups for each round. Each group will be given Card #1, but the card should be different for each group. For example Group 1 could be given John Locke's quote first, and Group 2 could be given a quote by Karl Marx for Card #1. You should keep score on the board as each group discusses the quote and decides which concept the quote best represents.

***Quotes for Traditional Liberalism** could include excerpts from John Locke, Adam Smith, and John Stuart Mill.

Check for Understanding: How do you think these ideas would impact the Founders of different countries? Can these two ideas co-exist?

Stage 3: (Application)

Students will now apply this information in one of two ways.

1. Students can compare speeches and letters made by George Washington and Vladimir Lenin.
2. Students should choose five phrases from each letter that best represents the ideological framework that each leader is supporting.
3. Using **Handout #3** for each of the ten phrases.

Suggested speeches or letters:

George Washington's inaugural address:

http://www.archives.gov/exhibits/american_originals/inaugtxt.html

George Washington primary source site: <http://www.archives.gov/legislative/features/gw-inauguration/>

Lenin's speech on "Democracy and Dictatorship- <http://www.marx2mao.com/Lenin/DD18.html>

Index for Lenin's speeches or writings: <http://www.marx2mao.com/Lenin/Index.html>

Alternative Lesson:

Focus: Understanding Economics in Civics and Government: How do Constitutions Shape Economic Systems

Lesson is online at the following site: <http://civics.councilforeconed.org/lesson.php?lid=1>

Check for Understanding: Students should analyze the following quote.

"The true governing power of a country is the activity of men's minds." Write a paragraph summary using your five excerpts comparing and contrasting the ideas of George Washington and Vladimir Lenin and how they may impact the government system that each promoted after revolutions had occurred in each of their respective countries.

Stage 4: DEBRIEF

Debrief: Students should complete **Handout #4**, Lessons from the Russian Revolution

From History Standard Two (9-12), *Social Studies Clarification Document*:

Students continue to master a deeper understanding of the use of documents and artifacts and how historians use them to conduct research and to draw conclusions. The individual questions a researcher asks become part of an overall strategy of research -- the problem of where and how to find the answers. Teachers should ask students to develop research strategies, given a particular historical problem, and examine the difficulties inherent in some research. Sources have to exist to be researched; dialogue between two historical figures can't be replayed without someone present recording what was said. When this standard is fully mastered, a student is ready to apply it in his/her daily adult life as a citizen by critically examining the documentary evidence put forth to support a point of view or assertion. In addition, a citizen needs to ask questions of the person who advocates a particular position. Where did they get their information? What factors influenced their point of view? How much is based on facts and how much is based upon interpretation? An understanding of the role of documentary support behind an assertion is essential for future citizenship.

Lesson # 2

Title: Beginning of the Cold War

Author: Rene M. Diaz

Lesson Description: Briefly describe what the students will be doing in this lesson and why.

- Students will examine the causes of the Cold War, the ideological struggle between the United States and the Soviet Union, and their competition for world dominance which emerged after World War 2.

Time Required: Approximately how long will it take to complete the instructional activities described in this lesson?

- 2 Days (50 minute lessons)

Essential Question Addressed: What are the essential questions for this lesson?

- What were the ideological differences between the United States and the Soviet Union?
- What is a "Cold War"?
- What events lead to tensions between the United States and the Soviet Union through the early years of the Cold War?

Enduring Understanding: What is the enduring understanding at which students should arrive?

- History Standard 1: Students will employ chronological concepts in analyzing historical phenomena [Chronology].
Students will analyze historical materials to trace the development of an idea or trend across space and over a prolonged period of time in order to explain patterns of historical continuity and change.
- History Standard 4: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].

Materials:

- Handouts #5-7
- Overhead Projector/SmartBoard

Procedures:

Competing Ideologies: US vs. USSR

- Lesson Essential Question: What were the ideological differences between the United States and the Soviet Union?

Warm-up:

- Have the students complete Handout#5: Communism vs. Capitalism.
- When students are finished project Overhead #1: Communism vs. Capitalism Chart.

Discussion:

- Question: How did the ideological differences between the United States and the Soviet Union

lead to tensions prior to the Cold War?

Independent Reading

- Have students read Handout#6 "Introduction to The Cold War" independently, then ask them to begin to work with a partner to begin timelines (link for timeline template below) using information from the reading. They will be adding information to their timeline at the end of the lesson.

timeline template: <http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf>

Check for Understanding: Have students share what key information they placed on their timeline.

Video Clip

- United States Drops the Atomic Bomb:
http://www.metacafe.com/watch/753988/the_atomic_bombing_of_hiroshima/

EQ: How did the United States dropping the Atomic Bomb change US Soviet relations?

- Divide the class into five different groups and assign each group a different point of view from Handout #7. Have each group summarize the point of view they were assigned. Discuss primary sources and how they differ depending on whose point of they are from view.

Check for Understanding: Have students answer the essential question minimum of one paragraph.

Discussion:

- On overhead or SmartBoard project Overhead#2: Map of Europe after World War 2
- What countries fell under Communist control after World War II?
- On overhead or SmartBoard project Overhead#3: Some of Stalin's Arguments for Occupying Eastern Europe after World War II

Audio Clip #1: Winston Churchill's Iron Curtain Speech Audio:

<http://www.americanrhetoric.com/speeches/winstonchurchillsinewsofpeace.htm>

- According to Churchill how was the world divided?

Audio Clip #2: The Truman Doctrine Audio

- How did the "Truman Doctrine" significantly influence American foreign policy?
<http://www.americanrhetoric.com/speeches/harrystrumantrumandoctrine.html>

Check for Understanding: After listening to the audio clip, have students answer the essential question minimum of two paragraphs.

Summary Activity

- Have students finish timelines with their partners adding information they think is relevant.
- Have students share timelines.

Lesson # 3

The Cold War's Impact on the United States

Author: Melissa Buchanan

Lesson Description: Briefly describe what the students will be doing in this lesson and why.

- Students will examine the impact of the Cold War on the United States. Students will examine primary sources to determine what happened to the US during the Red Scare. They will then determine what they believe is the impact. Then the students will look at how America's conflict with Cuba impacted the United States and America's relationship with other nations. They will examine CIA documents to advise the President as to how he should act. Then the students will look at what Kennedy actually did and how it impacted the United States and its foreign policy. Lastly, the students will look at the current war on terror and how it compares to the Cold War. Has America changed or stayed the same?

Time Required: Approximately how long will it take to complete the instructional activities described in this lesson?

- 4 Days (50 minute lessons)

Essential Question Addressed: What are the essential questions for this lesson?

- How did America's fear of communism affect the society and government in America?
- *Was Kennedy's response in Cuba effective and how did it change, American foreign policy? What effect did the Cuban Missile crisis have on the United States?*
- *How does the Cold War (and the Cuban Missile Crisis) compare to America's current situation with the war on terror? Is it the same or different?*

Enduring Understanding: What is the enduring understanding at which students should arrive?

- History Standard 1: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

Materials:

- Handouts #8-
- Butter Battle Book
- Internet Access and websites.

Procedures:

Communism's Effects on America

Lesson Essential Question: How did America's fear of communism affect the society and government in America? (Was this time in American history a continuation of past ideas or a change from the past?)

Warm-up:

- Have the students examine the poster: "Is this tomorrow: America under communism!" (Handout #8)
- Have the students answer the question: "What are Americans afraid will happen?"
- Answer to be expected: *Americans fear the communists taking over and ruining the United States. Americans are afraid the communists will ruin democracy and freedom. They are*

afraid for their security.

Discussion: Think/Pair/Share

- Question: What would make Americans feel this way?
 - *Review with students (by questions, book walks, or power points) that in the previous decades (1800's, 1880's, 1920's) Americans feared foreigners and their ideas, attempted to keep immigrants, who were perceived as dangerous, out of the United States.*
- Tell students that while this fear has been present in America before, this time period in US is similar and different than in years past.
 - *FOR TEACHER: What makes this time different? The people that Americans fear are not necessarily "foreigners" but Americans. They have lived in the United States almost their entire lives. So this causes angst for Americans. In addition, the communists have been attempting to expand their satellite nations around the world and Americans feel that they are being threatened. Finally, the Soviet Union has nuclear weapons that are active, and are ready to use. Possibly, against the United States. America is very active in their pursuit of communists in order to protect their government and their way of life. The American federal government is seeking out subversives more often and the consequences are quickly becoming more drastic.*

Introduction of LEQ: Video

- Post the lesson essential question for students: How did America's fear of communism affect the society and government in America?
- View the video, "Duck and Cover" <http://www.archive.org/details/DuckandC1951>
 - This clip is 9 minutes long so once the students get a sense of the video have them discuss the following questions with their partners. The website has pictures of every thirty seconds of the film. Show some of the film and show all of the pictures.
 - What does the clip show that Americans fear?
 - What does the government want the people to do?
 - Together discuss:
 - Will the direction that the government is giving, protect the people? Why or why not?
 - Why then, would the government put out such a video?
 - Answers: *The government (and the people) knows that there isn't much that can protect the Americans in the event of an attack but the people need something in place, so they can be more at ease. The Government must appear to be doing something for the people.*

Categorization:

- To continue, distribute the categorization documents (Handout#9) for students to analyze and sort:
 - Have the students analyze the pictures and sources using the APPARTS (Author, Place and Time, Purpose, Audience, Reason, The Main Idea, and Significance) method or another document analysis method.
 - Once the students know what the documents are and what they mean, have them sort the information to like categories. How can the documents fit together to answer the question?
 - Students can receive the documents in 1-2 sheets Categorization Handout or separate the documents so the students can physically sort them.
 - Once sorted have the students create category heading for their piles. The categories should answer the LEQ.
 - Then have the students complete the categorization worksheet that organizes and outlines their information.
 - Ask the students: What categories did you create to answer the question? Which documents did you use to support your category heading?

Check for Understanding:

- Have the students answer the Lesson Essential Question, "How did America's fear of communism affect the society and government in America?" using their outline and supporting documents. Their answers should be a minimum of two paragraphs, one paragraph for each category.

America's Relationship with Cuba

Lesson Essential Question: Was Kennedy's response in Cuba effective and how did it change, American foreign policy? What effect did the Cuban Missile crisis have on the United States?

Warm-up:

- Read the students the Butter Battle Book by Dr. Seuss. While you are reading have them answer the following questions:
 - What do the Zooks and the Nooks disagree about? According to the author, is this a valid reason to be angry at one another?
 - What course of actions do the two groups take to "win" their battle?
 - What effect did the government's actions have on the people?
 - What do you believe to be the moral of the story?
- Once completed, have the students discuss their answers with each other so that they can share out as a class.
- Ask the students: "What seems to be the driving ideology behind the government's actions? What is making the battle continue?"
 - The students should see that the two sides have different ideas that are not necessarily vastly different but that they have pushed themselves into a corner and the only way out is through war. The Cold War eventually led America and the Soviet Union to this same place.

The World in Crisis: What would you do?

- Explain to your students: That the United States was receiving information from the CIA that the Soviet Union was arming Cuba with nuclear weapons. The President following the Bay of Pigs is cautious to do anything that could bring war upon the United States. He wants to be sure that there is actually a threat occurring.
- Tell your students: "The President needs your assistance in determining the threat in Cuba. As John F. Kennedy's key advisors, he needs your assistance in deciphering the information he is receiving from the CIA."
 - Break the students into three groups: Team Alpha, Team Bravo, and Team Charlie. (Six groups will work with two groups receiving the same information. Each group should receive pictures and intelligence that will help them to determine whether the Cubans have nuclear weapons and whether they are a direct threat to the United States. The Groups should receive: (Handout #11)
 - Alpha: A Key to Overhead Photographs, U-2 Overflight Photographs #1 and #2, and the low-level Reconnaissance Aircraft Photograph and Briefing Report Questions.
 - Bravo: US Navy Low-Level Photography #1 and #2, key to photographs, and Briefing Report Questions.
 - Each group should select a speaker to "brief" the class on their findings. Is Cuba a threat to the United States? What should the President do?
 - Have the students determine what they think the President should do by writing an official report to the President. They need to include their details of their findings along with their response to the crisis.
- What did the President do?
 - Go to the website: <http://microsites.jfklibrary.org/cmc/oct20/> This can be done as a class or individually. Have the students answer the questions on the worksheet, The Brink of War.
- Do you think that Kennedy's response effective? How did it change the United States change

foreign policy?

- Discuss with the students whether they believe the Kennedy's response was effective.
- Around the room have posted statements:
 - Kennedy's response to the Cuban Missile crisis was merely effective but could have gone further.
 - Kennedy showed a strong response to the Soviets and ended the crisis decisively.
 - Kennedy's response was too excessive and pulled America into unnecessary conflict.
 - Kennedy's response should have gone further as the Soviets still threatened the United States and lead America to near nuclear war.
- Have the students stand with the statement that they believe best represents their opinion. In their groups, have them explain why reasons they have to support their opinion. The teacher should then question each group as to why they believe the statement.
- Have the students come back together and write a response to the question. Also have them determine what they believe to be the effect that the Cuban Missile Crisis had on the United States.

Check for Understanding:

- Create a political cartoon that shows whether they believe America's response to the crisis was effective. The cartoon should explain how Kennedy reacted and the students opinion on the effectiveness of Kennedy's responses.

Current America vs. Cold War America

LEQ: How does the Cold War (and the Cuban Missile Crisis) compare to America's current situation with the war on terror? Is it the same or different?

- Warm-up: Why does America fear the Taliban? What do ideas do they hold? What is America doing as a response to this?
- Have students read the article, BBC News: "Who are the Taleban?"
http://news.bbc.co.uk/2/hi/south_asia/144382.stm
 - What ideas do the Taliban have that Americans believe to be a threat to the people of Afghanistan?
 - How does this group and ideology compare to the Soviet Union and their beliefs?
- Explain to students that as the Cold War progressed, Americans feared that the situation in Cuba could start to happen around the world. When opportunities arose, America would arm countries to withstand attack from the Soviets. One such instance of this was in Afghanistan in 1979. The Afghan people have been devastated not only by the Taliban, but by years of civil war and a ten year war with the former Soviet Union when it invaded Afghanistan in 1979. The U.S. response during this time was a) to arm and train Afghan rebels fighting the Soviets, many of these rebels now Taliban members, and b) to bomb suspected terrorist camps on the Afghanistan-Pakistan border in 1998.
 - Do you think America's response to the Taliban was a correct one? What should they do instead?
 - Venn Diagram: Compare America's reaction to the Taliban in Afghanistan to America's reaction to the Communists in Cuba. How are the two situations similar? How are they different?
 - From their Venn diagram, have the students decide how American foreign policy has changed when dealing with a differing ideology. How has it stayed the same?

Check for Understanding:

- Write a letter to Barack Obama to advise him in the situation with the Taliban. The letter should be four paragraphs:
 - Introduction explaining your point of view on the issue of the Taliban and America's response.

- Explain what happened during the Cold War and what President Kennedy (in your opinion) did well when dealing with the communists and what he did not do well.
- Explain what could potentially happen within the United States due to this war on terrorism.
- Conclude your letter with your plan on how to improve the situation for all Americans.

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

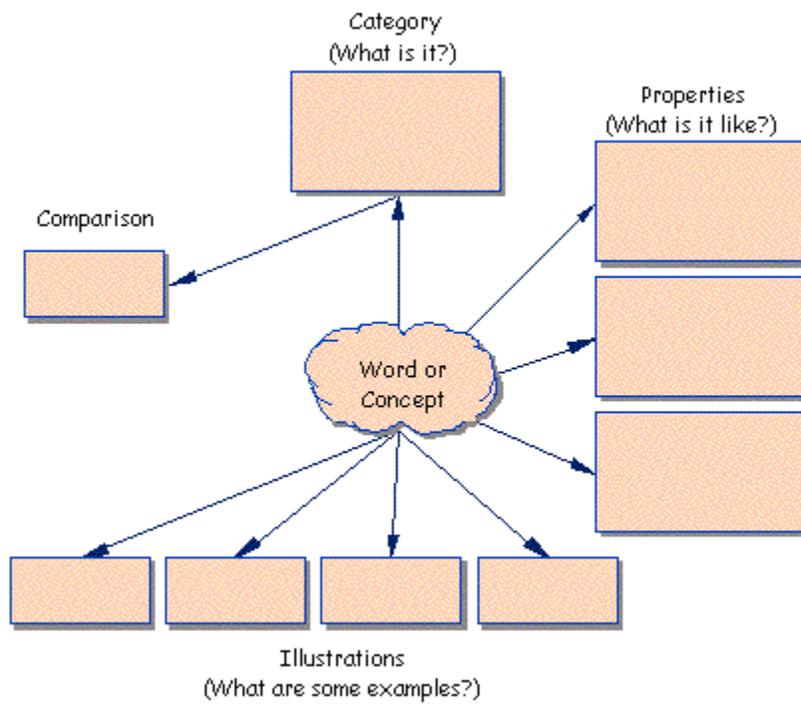
- What text/print/media/kit/web resources best support this unit?
 - GMU—history matters: <http://historymatters.gmu.edu/>
 - National Archives-- <http://www.archives.gov/education/>
 - http://news.bbc.co.uk/2/hi/south_asia/144382.stm
 - <http://microsites.jfklibrary.org/cmc/oct20/>
 - Allan Winkler, The Cold War: A History in Documents
 - International Spy Museum, Minute By Minute: The Role of Intelligence in the Cuban Missile Crisis

Handout #1

Ideological Framework + Emotional Thrust = Nationwide or worldwide movement

Mode of Expression	Expressed As

Handout #2



Handout #3

Restate the reading selection in your own words

Quote from the reading

Subtext

Handout #4

Lessons from the Russian Revolution

Introduction: Following the fall of the CZAR, Russians had a chance to establish a liberal democracy guaranteeing the individual liberty and rights. Yet, by 1924 the Bolsheviks, led by Lenin defeated their opponents and begun building a new society which became the Soviet Union.

1. Briefly explain the main external causes of the death of democracy in Russia
 - a. ___
 - b. _
 - c. ___
 - d. ___

2. Briefly explain the main internal causes of the death of democratic principles in Russia
 - a. ___
 - b. _
 - c. ___
 - d. ___

3. Describe what you think it takes during a political revolution to establish “Liberty, Justice, and Equality” rather than end with totalitarian regimes.
 - a. ___
 - b. _
 - c. ___
 - d. ___

Lesson 2--Handout#5

Name:

United States vs. Soviet Union

Directions: Write **CO** if the statement is a characteristic of Communism/Totalitarianism, or **CA** if the statement is a characteristic of Capitalism/Democracy.

- _____ Has multiple political parties
- _____ Dictator gains power through revolution or military, control by force
- _____ Citizens have civil liberties
- _____ One party state
- _____ Total control over the lives of its citizens
- _____ Leader chosen through democratic elections
- _____ State control of the media
- _____ Citizens' civil liberties are restricted
- _____ Industry and agriculture controlled by private individuals.
- _____ Government sets prices.
- _____ Classless society with no individual profit making.
- _____ Individuals decide what is produced
- _____ Economic competition is encouraged.
- _____ Government owns the factors of production.
- _____ Private individuals control the factors of production.
- _____ Industry and agriculture owned/controlled by the state.
- _____ Business owners keep profits.
- _____ Prices are set by Supply & Demand
- _____ Government Decides what is produced.

Lesson 2--Handout #6

Introduction to The Cold War

The roots of the Cold War lay deep in the past. Tensions arose when revolutionary Bolsheviks (the radical socialist majority party) in Russia overthrew the imperial rule - the czar - and established their own state in 1917. Americans were troubled by the establishment of the huge new Soviet Union that seemed to challenge the democratic values of the United States. Particularly bothersome was the new communist country's commitment to a world order led by workers and its rejection of organized religion. U.S. Woodrow Wilson, worried about the influence of Bolshevik leader Vladimir Lenin on downtrodden people in other parts of the world, sent U.S. troops to Russia in 1919 to try to defeat the revolutionaries. When that effort failed, the United States refused to grant the new communist government formal diplomatic recognition, and the result was an uneasy stalemate that lasted until 1933, when President Roosevelt established diplomatic ties. Some Americans, weary of the Great Depression that was devastating the U.S.- and the world economy, looked to the Soviet Union (USSR) as the model of a new world order. Others remained suspicious of the communist state.

The tensions between the U.S and the Soviet Union intensified in early 1939 when Soviet Leader Joseph Stalin signed a nonaggression pact with German chancellor Hitler. But the Russians turned from enemies into friends after Hitler attacked the Soviet controlled portion of Poland in 1941. As the United States, Great Britain and the Soviet Union fought together with in the Grand Alliance, Americans began to view Stalin and the Soviet state with far more sympathy. The Russians in turn placed their commitment to overthrow the capitalist on hold.

As World War II came to an end in 1945, disagreements that had been put aside surfaced once more. The United States emerged from the war strong and secure, free and willing to spread its vision of democracy and economic opportunity around the world. The Soviet Union, on the other hand, was concerned with its own security after a devastating war in which 20 million of its people died. The Russians wanted to rebuild at home, with friendly neighbors on their western flank, through which they had been invaded at various points in the past. As Soviet and American aims came into conflict, the cold war began.

Source: Winkler, Allan M. *The Cold War: a History in Documents*. Oxford: Oxford UP, 2000. Print.

Lesson 2--Handout #7

Introduction

Truman Tells Stalin, July 24, 1945

Most of the groups and individuals who had considered the subject -- from the Scientific Panel to the writers of the Franck Report -- believed it necessary to inform the USSR of the imminent success of the Manhattan project. Failure to do so, they believed, would guarantee a post-war atmosphere of suspicion and hostility.

At the Potsdam Conference, however, President Truman chose to tell Stalin only that the U.S. possessed "a new weapon of unusual destructive force." Truman's decision raises an obvious question: Since Stalin would learn of the existence of the atomic bomb the day it was used, if he did not know already, what purpose could be served by Truman's tactic?

Truman's announcement to Stalin can be seen here from the accounts of the different observers. Each describes the same event, but the event appears in a different light to each observer. Did the "master politicians" Truman, Churchill, and Byrnes know what they were doing? Or did they make a tragic blunder?

Point of View#1

President Truman's version:

On July 24 I casually mentioned to Stalin that we had a new weapon of unusual destructive force. The Russian Premier showed no special interest. All he said was he was glad to hear it and hoped we would make "good use of it against the Japanese."

Harry S. Truman, *Year of Decisions* (Garden City, NY: Doubleday and Company, 1955) p. 416.

British Prime Minister Winston Churchill's version:

I was perhaps five yards away, and I watched with the closest attention the momentous talk. I knew what the President was going to do. What was vital to measure was its effect on Stalin. I can see it all as if it were yesterday. He seemed to be delighted. A new bomb! Of extraordinary power! Probably decisive on the whole Japanese war! What a bit of luck! This was my impression at the moment, and I was sure that he had no idea of the significance of what he was being told. Evidently in his immense toils and stresses the atomic bomb had played no part. If he had the slightest idea of the revolution in world affairs which was in progress his reactions would have been obvious. Nothing would have been easier than for him to say, "Thank you so much for telling me about your new bomb. I of course have no technical knowledge. May I send my expert in these nuclear sciences to see your expert tomorrow morning?" But his face remained gay and genial and the talk between these two potentates soon came to an end. As we were waiting for our cars I found myself near Truman. "How did it go?" I asked. "He never asked a question," he replied. I was certain therefore that at that date Stalin had no special knowledge of the vast process of research upon which the United States and Britain had been engaged for so long...

Winston Churchill, *Triumph and Tragedy* (Boston: Houghton-Mifflin, 1953) pp 669-70.

Secretary of State James Byrnes' version I:

At the close of the meeting of the Big Three on the afternoon of July 24, the President walked around the large circular table to talk to Stalin. After a brief conversation the President rejoined me and we rode back to the "Little White House" together. He said he had told Stalin that, after long experimentation, we had developed a new bomb far more destructive than any other known bomb, and that we planned to use it very soon unless Japan surrendered. Stalin's only reply was to say that he was glad to hear of the bomb and he hoped we would use it. I was surprised at Stalin's lack of interest. I concluded that he had not grasped the importance of the discovery. I thought that the following day he would ask for more information. He did not. Later I concluded that, because the Russians kept secret their developments in military weapons, they thought it improper to ask us about ours.

James F. Byrnes, *Speaking Frankly* (New York: Harper and Brothers, 1947) p. 263.

Secretary of State James Byrnes' version II:

I am just as convinced now as I was when I wrote that first book, "Speaking Frankly," in 1947, that Stalin did not appreciate the significance of the statement. I have read stories by so-called historians who assert that he must have known, but they were not present. I was. I watched Stalin's face. He smiled and said only a few words, and Mr. Truman shook hands with him, left, coming back to where I was seated and the two of us went to our automobile.

I recall telling the President at the time, as we were driving back to our headquarters, that, after Stalin left the room and got back to his own headquarters, it would dawn on him, and the following day the President would have a lot of questions to answer. President Truman thought that most probable. He devoted some time in talking to me that evening as to how far he could go -- or should go.

Stalin never asked him a question about it. I am satisfied that Stalin did not appreciate the significance of President Truman's statement. I'm pretty certain that they knew we were working on the bomb, but we had kept secret how far that development had gone.

James Byrnes, interview in *U.S. News and World Report*, August 15, 1960 pp 67-68.

Truman's Interpreter Charles Bohlen's version:

Three days after the successful test blast, after consulting his advisers and Churchill (the British had cooperated in the project), Truman decided it would be wise to tell Stalin the news. Explaining that he wanted to be as informal and casual as possible, Truman said during a break in the proceedings that he would stroll over to Stalin and nonchalantly inform him. He instructed me not to accompany him, as I ordinarily did, because he did not want to indicate that there was anything particularly momentous about the development. So it was Pavlov, the Russian interpreter, who translated Truman's words to Stalin. I did not hear the conversation, although Truman and Byrnes both reported that I was there.

In his memoirs, Truman wrote that he told Stalin that the United States had "a new weapon of unusual destructive force." Apparently, the President did not tell Stalin the new weapon was an atomic bomb, and the Soviet leader did not ask or show any special interest. He merely nodded and said something. "All he said was that he was glad to hear it and hoped we would make good use of it against the Japanese," Truman wrote. Across the room, I watched Stalin's face carefully as the President broke the news. So offhand was Stalin's response that there was some question in my mind whether the President's message had got through. I should have known better than to underrate the dictator. Years later, Marshal Georgi K. Zhukov, in his memoirs, disclosed that that night Stalin ordered a telegram sent to those working on the atomic bomb in Russia to hurry with the job.

Charles E. Bohlen, *Witness to History 1929-1969* (New York: W. W. Norton, 1973) pp. 247-248.

Point of View #5

British Foreign Minister Anthony Eden's version:

Mr. Churchill and I had previously discussed together the problem of telling Stalin and, if so, whether before the explosion of the bomb or after. If we did tell him would he ask for the know-how at once? A refusal would be awkward, but inescapable.

There were embarrassments every way, but on balance I was in favour of telling Stalin. My chief argument was that the United States and Britain would have to refuse the secret information. They would be better placed to do this if Stalin had already been told that we possessed this weapon and meant to use it. There was not much to this, but the Prime Minister thought it the better way.

On the question of when Stalin was to be told, it was agreed that President Truman should do this after the conclusion of one of our meetings. He did so on July 24th, so briefly that Mr. Churchill and I, who were covertly watching, had some doubts whether Stalin had taken it in. His response was a nod of the head and a brief "thank you." No comment.

Anthony Eden, *The Reckoning: The Memoirs of Anthony Eden, Earl of Avon*, (Boston: Houghton Mifflin, 1965) p. 635.

Point of View #5

Soviet Marshal Georgii Zhukov's version:

I do not recall the exact date, but after the close of one of the formal meetings Truman informed Stalin that the United States now possessed a bomb of exceptional power, without, however, naming it the atomic bomb.

As was later written abroad, at that moment Churchill fixed his gaze on Stalin's face, closely observing his reaction. However, Stalin did not betray his feelings and pretended that he saw nothing special in what Truman had imparted to him. Both Churchill and many other Anglo-American authors subsequently assumed that Stalin had really failed to fathom the significance of what he had heard.

In actual fact, on returning to his quarters after this meeting Stalin, in my presence, told Molotov about his conversation with Truman. The latter reacted almost immediately. "Let them. We'll have to talk it over with Kurchatov and get him to speed things up."

I realized that they were talking about research on the atomic bomb.

It was clear already then that the US Government intended to use the atomic weapon for the purpose of achieving its Imperialist goals from a position of strength in "the cold war." This was amply corroborated on August 6 and 8. Without any military need whatsoever, the Americans dropped two atomic bombs on the peaceful and densely-populated Japanese cities of Hiroshima and Nagasaki.

Georgii Konstantinovich Zhukov, *The Memoirs of Marshal Zhukov* (New York: Delacorte Press, 1971) pp. 674-675.

<http://www.dannen.com/decision/potsdam.html>

Lesson 2--Overhead #1 Economic Systems

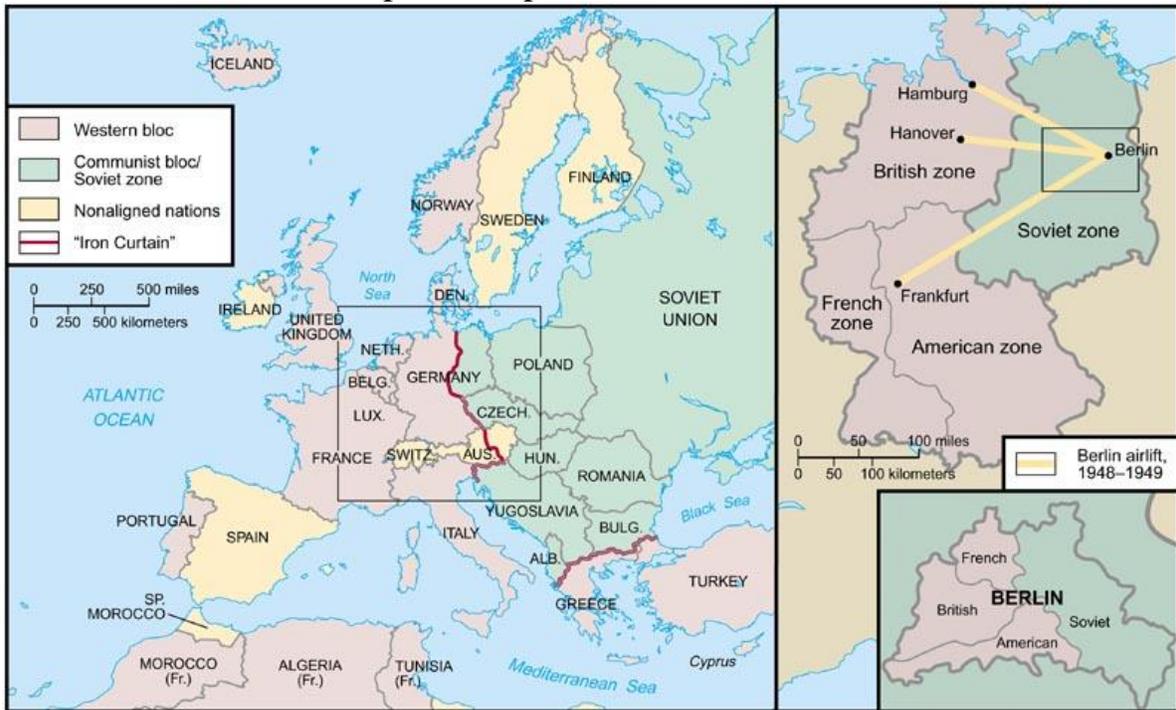
<ul style="list-style-type: none"> • Industry and agriculture owned/controlled by the state. • Government sets prices. • Government owns the factors of production. • Government decides what is produced. • Classless society with no individual profit making. 	<ul style="list-style-type: none"> • Industry and agriculture controlled mainly by private individuals. • Prices are set by Supply & Demand • Individuals decide what is produced • Private individuals control the factors of production. • Business owners keep profits. • Economic competition is encouraged.
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Political Systems

Totalitarianism	Democracy
<ul style="list-style-type: none"> • One party state • Dictator gains power through revolution or military control by force • Total control over the lives of its citizens • State control of the media • Civil liberties are restricted 	<ul style="list-style-type: none"> • Multiple political parties • Leader chosen through democratic elections • Citizens have civil liberties

Lesson 2--Overhead #2

Map of Europe After World War 2



EUROPE AFTER WORLD WAR II

Lesson2--Overhead #3

Some of Stalin's Arguments for Occupying Eastern Europe after World War II

- Russia/Soviet Union had been historically threatened by invaders from the west- examples: Napoleon (France) 1812, Hitler (Germany) 1941 and needed a buffer zone against future aggressions.
- Wanted Germany divided to prevent further aggression.
- The Soviets had occupied Eastern Europe as they pushed west towards Germany and it was only natural that they continued to occupy these territories after World War II to help them transition after the war.
- The Soviets deserved concessions since they had suffered by far the largest number of casualties of all the Allies approximately between 20-28 million.



Lesson 3—Handout #9-A Categorization

How did America's fear of communism affect the society and government in America?



HEADLINE June 20, 1953
Los Angeles Times: Pair Executed for Atom Spying

"The reason why we find ourselves in a position of [weakness] is not because the enemy has sent men to invade our shores, but rather because of the traitorous actions of those who have had all the benefits that the wealthiest nation on earth has had to offer—the finest homes, the finest college educations, and the finest jobs in Government we can give...I have here in my hand a list of 205 [individuals] that were known to the Secretary of State as being members of the Communist Party and who are nevertheless are still working and shaping the policy of the State Department." —Senator Joseph McCarthy



Hollywood Ten Blacklisted because they were accused of communism

House Committee of Un-American Activities (HUAC)

TEAM ALPHA

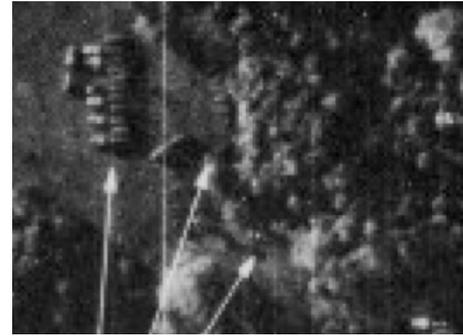
KEY TO OVERHEAD PHOTOGRAPHS



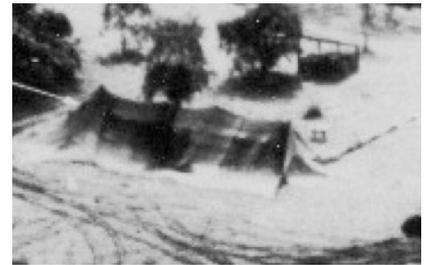
Tent areas for personnel and equipment



MRBM-SS4 trailers



MRBM-SS4 nuclear equipment



MRBM-SS4 erector

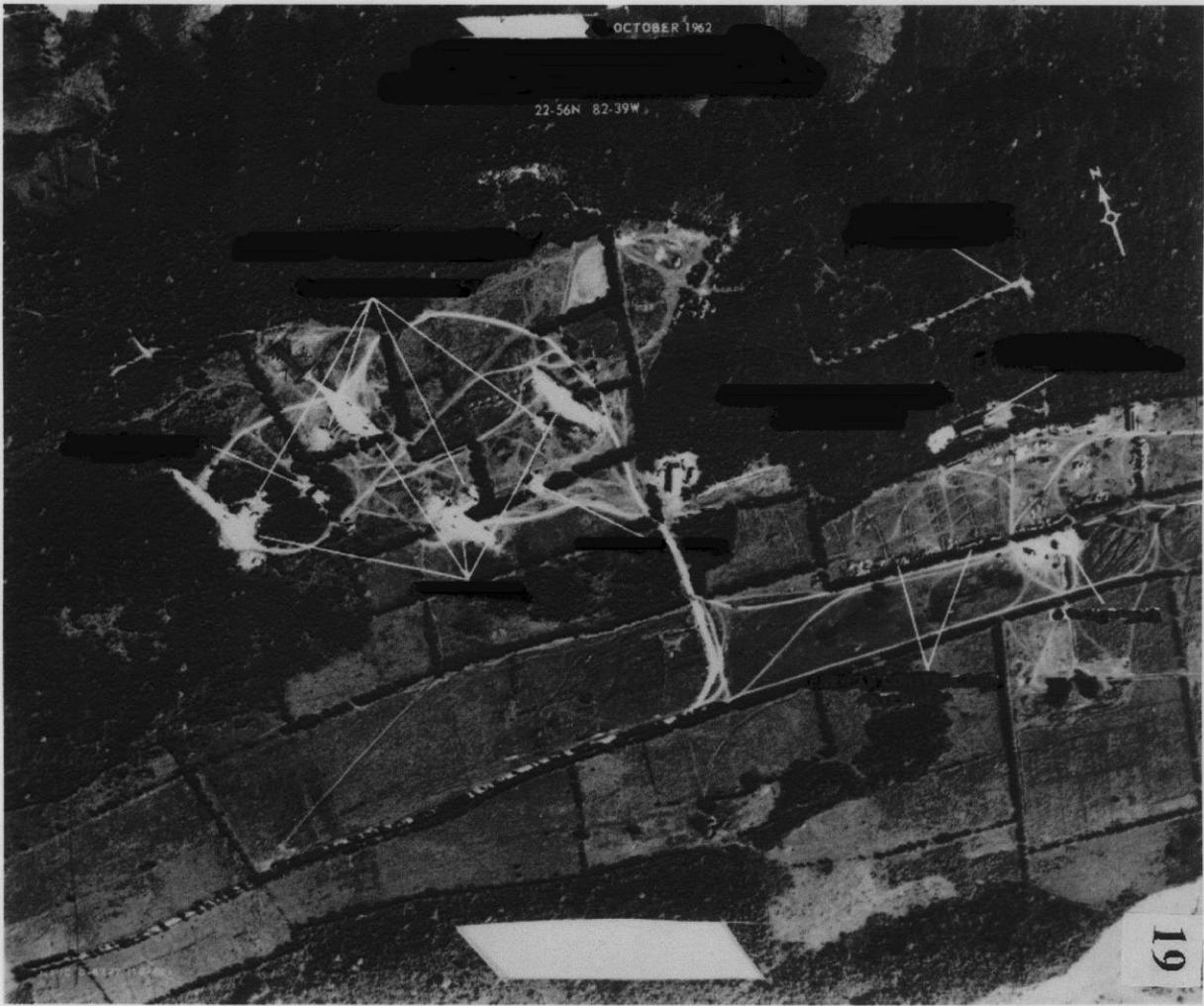


construction of MRBM-SS4 launchers



MRBM-SS4 shelter tent

TEAM ALPHA U-2 Overflight Photograph



TEAM ALPHA U-2 Overflight Photograph



TEAM ALPHA U.S. Navy Low-Level Reconnaissance Aircraft Photograph



TEAM ALPHA

BRIEFING REPORT

TO: Task Force Chief
FROM: TEAM ALPHA
RE: Overflight Reconnaissance Intelligence Analysis
DATE: 15 October, 1962

U-2 overflight and Naval low-level reconnaissance photo comparison and analysis

BRIEFING REPORT

FINDINGS

List quantities found in each photograph:	Photo 15	Photo 19	Photo 21
Number of tent areas?			
Number of missile trailers?			
Areas of nuclear equipment?			
Missile launchers or construction sites?			
Missile erectors?			

Summary of Findings

1. Does Cuba have MRBM installations?

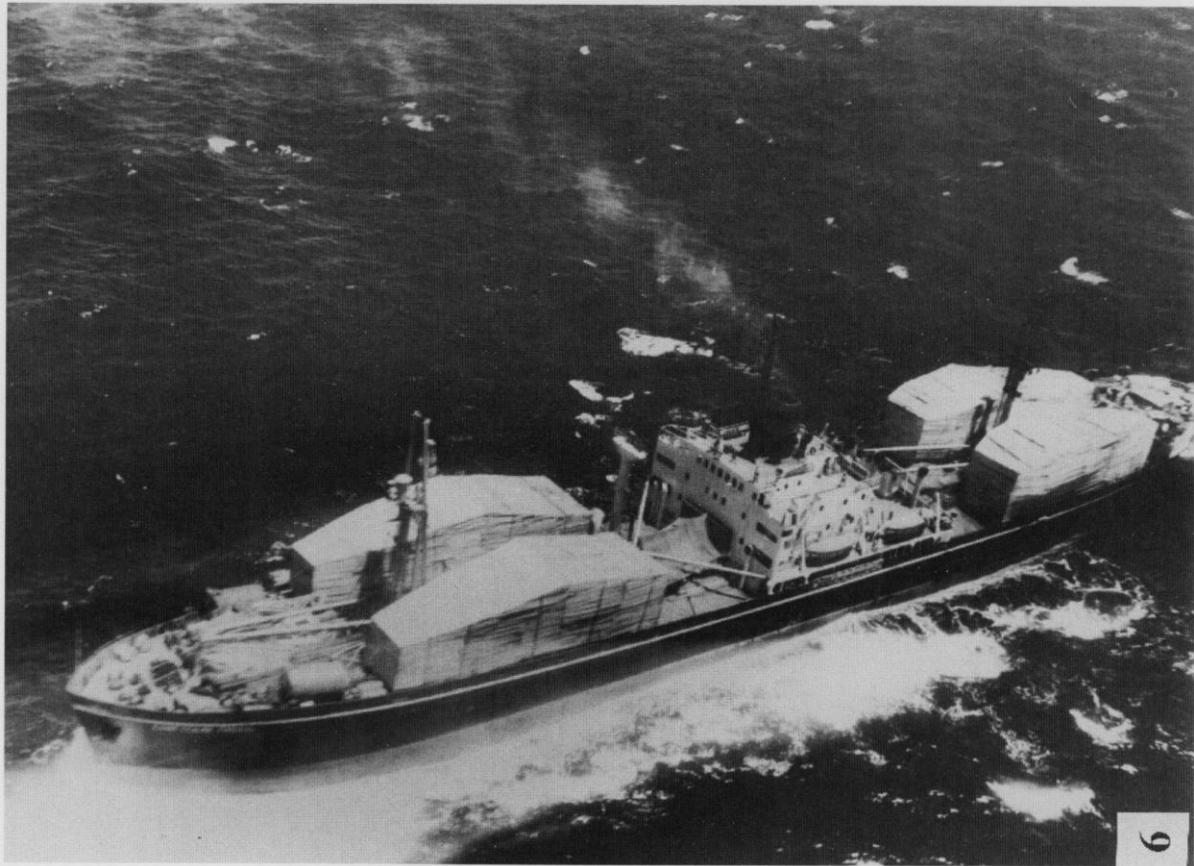
2. Is there evidence of nuclear capability?

3. Do they appear to be operational?

**TEAM BRAVO U.S. NAVY LOW-LEVEL
RECONNAISSANCE AIRCRAFT PHOTO #1**

Ship arrival: Port of Cuba

What might be contained in the crates in the front section of the ship?



**TEAM BRAVO U.S. NAVY LOW-LEVEL
RECONNAISSANCE AIRCRAFT PHOTO #2**

**Kasimov Soviet Ship arriving in port, Cuba
What might be contained in the rectangular crates in the mid-section of the
ship?**



TEAM BRAVO

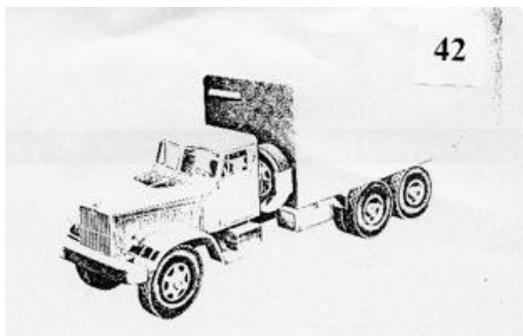
KEY TO POSSIBLE CONTENTS IN CRATES



scaled photo of the
Komar guided missile boat
approximately 88 ft. length x 20 ft. width and 6 ft. high



scaled photo of the
MRBM-SS4 as seen
in Red Square, Moscow
73.5 ft. length



scaled photo of a
Soviet nuclear warhead van
approximately 31 ft. length x 12.9 ft. width and 9 ft. high



scaled photo of
a IL-28 fuselage
approximately 57 ft. length x 22 ft. high

TOP SECRET

BRIEFING REPORT

TO: Task Force Chief
FROM: TEAM BRAVO
RE: Naval Low-Level Reconnaissance Photos
DATE: 15 October, 1962

FINDINGS—

PHOTO #1:

**Is it likely that the MRBM missiles are inside the crates?
Why or why not?**

**Is it likely that Komar Guided Missile boats are inside the
crates? Why or why not?**

**Is it likely that the Soviet nuclear warhead vans are inside the
crates? Why or why not?**

**Is it likely that the IL-28 fuselages are inside the crates?
Why or why not?**

Summary of Findings:

We have determined that the following item(s) might be contained in the
crates: _____.

FINDINGS—

PHOTO #2

**Is it likely that the MRBM missiles are inside the crates?
Why or why not?**

**Is it likely that Komar Guided Missile boats are inside the
crates? Why or why not?**

**Is it likely that the Soviet nuclear warhead vans are inside the
crates? Why or why not?**

**Is it likely that the IL-28 fuselages are inside the crates?
Why or why not?**

Summary of Findings:

We have determined that the following item(s) might be contained in the
crates: _____.

World On the Brink

Day One—October 16th

- What information is Kennedy presented with on October 16th?
- What do his advisors recommend?
- What is his response to the information that he receives?

Day Two—October 17th to Day Nine—October 24th

- What information does Kennedy learn from Day 2 to Day 9?
- What is the quarantine of Cuba intended to do?
- How are Kennedy's responses changing from Day 1 to Day 9?

Day Ten—October 25th

- Read Kennedy's letter to Khrushchev:
 - What information does he share with Khrushchev?
 - What does Kennedy ask Khrushchev to do?

Day Eleven—October 26th to Day Twelve—October 27th

- What events unfold on Day 11 and Day 12?
- How are the responses changing? What is staying the same?

Day Thirteen—October 28th

- How does the crisis end?
- How does Kennedy's decisions compare to what you told the President to do?
- How did Kennedy's decisions change over time?