

The Cold War

TEACHER GUIDE

BACKGROUND

During World War II, the United States and the Soviet Union were allies, fighting against Germany and Japan. Soviet leader Joseph Stalin was portrayed as a popular leader. During World War II, U.S. President Franklin D. Roosevelt and British Prime Minister Winston Churchill needed Stalin and the Soviet forces to help defeat Germany. When the “Big Three” met at the Yalta conference in Crimea, Soviet Union, in February 1945, Roosevelt was convinced that he still needed the support of Stalin to defeat the Japanese, because the United States had not yet tested the atomic bomb. After the war, it did not take long for this relationship to corrode into a Cold War that lasted nearly 50 years. The conference at Yalta represents one event that shaped the beginning of the Cold War. There were many other historic events that impacted the world and U.S. foreign policy, including the Berlin Blockade and Airlift, the McCarthy Hearings, the Cuban Missile Crisis, the Space Race, the Helsinki Accords, Poland’s solidarity movement, the coup attempt at the Kremlin, Glasnost/Perestroika, and Germany’s Reunification. In this unit, students investigate the political, economic, and social aspects of these Cold War events. They will gather evidence from primary and secondary source materials including the *ABC News: Classroom Edition* video programs to make hypothetical recommendations to the world leaders who were making decisions at the time.



AT A GLANCE

The World History Standards call for students to understand how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up. The Cold War and the arms race affected U.S. foreign policy and impacted the social and economic conditions of many nations. Students must understand the nuclear threat that existed during the Cold War in order to understand the historical context of the arms race from 1945 to the end of the Cold War. Students also need to understand the decisions made by world leaders because of the impact these decisions had and continue to have on world issues. Working in cooperative groups of three students per team, students in home groups will engage in a problematic situation about some of the events that occurred during the Cold War. Students will use prior knowledge and “act” as advisors to the world leaders in dealing with the issues during the post-World War II era. Through these situations, students will start to realize that they do not have enough information to provide sound advice to a leader. In each phase of the learning cycle, students will develop questions by completing a “What I need to Know is...” activity. During a whole class instruction, these questions will be categorized into social, economic, and political issues. Students will then jigsaw into expert groups for the purpose of investigating social, economic, and political developments using the video programs, library resources, and the Internet to gather information. Finally, students will reconvene in their home groups and share what was learned in the expert groups. Students in these home groups will then construct advice to give to a world leader using the information gained from the expert groups.

THE BIG QUESTION

What effect did the Cold War have on the political, economic, social, and military conditions of the world's nations?

SOCIAL STUDIES STANDARDS ADDRESSED¹

United States History

Understands domestic policies in the post-World War II period

Grades 7-8

- Understands the role of McCarthyism in the early Cold War period (e.g., the rise of McCarthyism, the effect of McCarthyism on civil liberties, and McCarthy's fall from power; the connection between post-war Soviet espionage and internal security and loyalty programs under Truman and Eisenhower).

World History

Understands how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up

Grades 5-6

- Understands the development of the Cold War (e.g., how political, economic, and military conditions in the mid-1940's led to the Cold War; the significance of international Cold War crises such as the Berlin blockade, the Korean War, the Polish worker's protest, the Hungarian revolt, the Suez crisis, the Cuban missile crisis, the Indonesian civil war, and the Soviet invasion of Czechoslovakia; how the United States and the Soviet Union competed for power and influence in Europe).

Grades 9-12

- Understands the impact of relations between the United States and the Soviet Union during the Cold War (e.g., the effects of United States and Soviet competition for influence or dominance upon such countries as Egypt, Iran, the Congo, Vietnam, Chile, and Guatemala; the impact of the Cold War on art, literature, and popular culture around the world).

Understands the search for community, stability, and peace in an interdependent world

Grades 7-8

- Understands events that led to an easing of Cold War tensions from the 1970s to the early 1990s (e.g., why the Cold War eased in the 1970s and how the Helsinki Accords, the Soviet invasion of Afghanistan, and Reagan-Gorbachev "summit diplomacy" affected progress toward detente; the collapse of the government of the Soviet Union and other communist governments around the world in the late 1980s and 1990s; the internal and external forces that led to changes within the USSR and in its relations with Eastern European countries).

Understands major global trends since World War II

Grades 7-8

- Understands the origins and decline of the Cold War and its significance as a 20th-century event.

Civics

Understands how the world is organized politically into nation-states, how nation-states interact with one another, and issues surrounding U.S. foreign policy

Grades 9-12

- Understands the significance of principal foreign policies and events in the United States' relations with the world (e.g., Monroe Doctrine, World Wars I and II, formation of the United Nations, Marshall Plan, NATO, Korean and Vietnam Wars, end of the Cold War).
- Understands the impact of significant political and nonpolitical developments on the United States and other nations
- Understands the effects that significant American political developments have on other nations (e.g., opposition to communism; foreign trade; economic, military, and humanitarian aid)

¹Kendall, J.S. & Marzano, R.J. (2000). *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*. (3rd ed.). Reston, VA.: Association for Supervision and Curriculum Development.

MATERIALS

Videos:

- *ABC News: Classroom Edition* “The Cold War” video programs
 - “Part 1: The Cold War Begins”
 - “Part 2: The Cold War Escalates”
 - “Part 3: Cracks in the Wall”
 - “Part 4: The Fall of Communism”
 - “Part 5: Post Communist Europe”
- Student Activity, “[Problematic Situation at Yalta](#)”²
- Student Activity, “[Exploring World Conditions](#)”
- Student Activity, “[Cold War Profiles](#)”
- Student Activity, “[Episodes and People](#)”³
- Student Activity, “[The Policy Process](#)”
- Student [Maps](#) (make color copies and laminate)
- Essay [Rubric](#)

²Certain graphic organizers on student activities adapted from: Billmeyer, R. & Barton, M.L. (1998). *Teaching Reading in the Content Areas, If Not Me, Then Who?* Mid-continent Research for Education and Learning (McREL). Aurora, CO.

³Certain graphic organizers on student activities adapted from: Marzano, R.J., et al. (1997). *Dimensions of learning: Teacher’s manual*. Alexandria, VA: Association for Supervision and Curriculum Development.

PROCEDURE

Explore: Students will investigate the social, economic, and political developments that led up to the Yalta conference in Crimea, Soviet Union, in February 1945.

1. Assemble students into groups of three per team. Explain that they are going to explore the factors that contributed to the development of the Cold War. Show the video “The Cold War Part 1: The Cold War Begins.” Ask students to pay special attention to the first piece dealing with the Yalta conference.
2. Ask students what the purpose of the Yalta conference was. (From watching the video, they might suggest that the “Big Three” met to “plan the final military assault on Germany” and ultimately redraw the map of the world.)
3. Distribute pages 1 and 2 of the Student Activity, “[Problematic Situation at Yalta](#),” to each group. Ask the students to read the situation. Once they have done this, have them generate a list of questions and information they would need in order to make a recommendation to President Roosevelt.
4. Once students have generated this list, have them sort it into the categories of social, political/military, and economic issues. If some categories have only a few questions, ask students to think about why this information would be important and what additional information would be needed.
5. Students should jigsaw into expert groups to investigate the social, economic, and policy/military developments that led up to the Cold War. Expert groups should use the video “The Cold War Part 1: The War Begins,” library resources, and the Internet to gather information. Provide students with

Alternate Strategy Tip

For procedure 1, you may want to just show the first part about the Yalta conference.

If you choose to show the entire video for “The Cold War Part 1: The War Begins, you may want to use the [Structured Notes](#) graphic organizer to assist student in note taking.

the Student Activity, "[Exploring World Conditions](#)." Students should find information addressing at least three questions about the condition of the world leading up to the Yalta conference. Students will then collect information that will aid them in answering the student-generated questions from the Student Activity, "[Problematic Situation at Yalta](#)."

Teacher Tip

Procedure 5 uses a jigsaw strategy. Jigsaw is a cooperative learning strategy that involves having each member of a team join another group for the purpose of becoming an expert in an area. For this activity, one person in each group will study social conditions, one will study political/military conditions, and one will study economic conditions. Experts in like areas will meet and work together to complete the research. Students will then meet back in their home groups to share what was learned.

6. Allow time for students to complete their research and fill in the Student Activity, "Exploring World Conditions." Assist them in finding relevant information in order to answer their questions and get a sense of what the world was like during this time. "The Cold War Part 1: The War Begins" video provides some examples that might be helpful to expert groups. For example, the "Yalta" footage specifically speaks about the political and military decisions that faced the United States. The "Iron Curtain" footage shows how citizens perceived the threat of a Cold War. There is also information about the Truman Doctrine and the Marshall Plan that directly ties in with the conditions of the world economy at the time. "The Challenge Within" footage shows an example of the political resistance within the Soviet bloc. Distribute the [map](#) of Berlin to your students. This map shows the location of Berlin within East Germany. "The Berlin Airlift" segment of the video shows some of the ramifications of the decisions made in Yalta. Encourage students to consider the source of the information that is found. Students should use reputable sources when conducting Internet and library research.
7. Once students have found answers to at least three of their questions, they may convene back in their home groups. They should share what was learned in the expert groups with members of their home group. Using the information they gained from the expert groups, students will then construct advice to give to President Roosevelt. A recorder for the home group should record their advice to the president on page 3 of the Student Activity, "[Problematic Situation at Yalta](#)."

Apply: Students will work in expert groups to investigate the characteristics of the leaders and major players who impacted the events and ongoing changes in relations of the communist bloc countries to the West, primarily the United States. Based on their understanding of the major players and the events studied in the "Explore" section, students will jigsaw their learning in groups to analyze and predict the outcome of certain Cold War events. Students will then compare these findings with the actual results that occurred.

1. Review the Yalta event studied in the "Explore" section, and ask students to describe their perception of what caused the situation at Yalta. Some students may describe the cause more as a set of circumstances (e.g., the year was 1945 and the war with Germany was ending, the allies needed to determine how best to divide Germany among the "winners," etc.). Some may describe the cause more as a set of persons, their relationships, and interactions. Regardless, both are correct ways to view the situation.
2. Remind students of the information they learned in the previous section about the social, economic, and military issues of the Cold War. Divide students into the same expert groups that studied these conditions. Tell them their groups will now become expert groups for studying the persons (players) involved in making the decisions that impacted the outcomes of these events. Hand out the Student

Activity, "[Cold War Profiles](#)," and assign each group two different major players. Tell students to work together with the other members of their group to complete a profile of each person assigned to their group.

3. After students have become acquainted with their assigned persons, ask for volunteers to provide a sampling of information about each and, very briefly, discuss just a few of the similarities and differences between the leaders of the Cold War era. Ask students if they can think of a time when the result (or effect) of a particular event was not related to some individual or interaction between individuals. Students will draw the conclusion that it is not likely that something of importance is not impacted by the people involved.
4. Tell students that they will go through a similar process to that used in their investigation of Yalta, only this time they will attempt to predict what the reactions of the major players will be to the event in question, and what the result or effect will be due to those reactions and/or interactions.
5. Distribute the Student Activity, "[Episodes and People](#)," to each student. Divide students into groups so that each is assigned two events, and such that there is at least one person in each group who has profiled one or more of the major players in the events assigned. The events are as follows:
 - The Berlin Blockade and Airlift
 - The McCarthy Hearings
 - The Cuban Missile Crisis
 - The Space Race
 - The Helsinki Accords
 - Poland's Solidarity Movement
 - The Kremlin coup attempt
 - Glasnost/Perestroika
 - The German Reunification
6. Instruct groups to complete the activity for their assigned event. The graphic organizer used in the activity will assist students in illustrating the connections between the cause (social, political, and/or military) of an event or episode, the persons (or players) involved in making decisions related to the event, and the result or effect of those decisions. Provide time for students to conduct research in order to fill in the student activity sheet. If groups have separated correctly, you should find that this process is assisted by the fact that there are experts from at least a couple of areas (social, political, and/or military) in each group.
7. Discuss the events and the predictions made by students in each event. Compare the predictions with the actual decisions and outcomes of those decisions. Explore possible reasons for the areas where students predicted correctly and incorrectly. Were the student predictions more accurate for democratic leaders than for communist leaders? Explore the comparison of predictions for democratic leaders as opposed to communist leaders with your students.

Extend: Students play the role of presidential foreign policy analysts. They will use what they have learned in the "Explore" and "Apply" sections to learn about a current foreign policy issue. Based on their analysis of the social, economic, political, and military aspects of the issues, groups will identify policy goals and options. Students will then identify which policy options best meet the goals and develop a recommendation for the president.

1. Reassemble students into their home groups. Explain that the lessons learned from the Cold War help us understand current foreign policy problems and to develop strategies and solutions for those issues. Facilitate a discussion about the lessons learned in the “Explore” and “Apply” sections. Help students identify some key lessons that might be of help when completing this activity.
2. Distribute the Student Activity, “[The Policy Process](#),” to each team. Review the steps they will go through in the activity. First, they will define the foreign policy problem. Second, they will make a list of information they will need to make a policy recommendation. Third, they will identify the goals they are trying to meet and options for meeting those goals. Fourth, they will assess how well the options meet the goals. Fifth, they will select which options to present to the president and provide a rationale.
3. Assign groups a current foreign policy issue to study. For specific ideas of policy issues to investigate, visit the [ABC News](#) or [U.S. Department of State](#) Web sites. You may want to select a topic that relates well to the Cold War. For example, something that relates to one of the countries of the old Soviet Union or countries that were part of the Warsaw Pact. See the “Teacher Tip” sidebar for more suggestions.
4. Using page one of the “Policy Recommendation” student activity, have home groups write a description of the problem they have been assigned. Ask them to identify the key countries and people involved. They may need to spend some time researching the issue in order to complete the task. Teachers may want to provide students with materials necessary to accomplish this part of the activity.
5. After defining the problem, ask students in each group to generate a list of information they would need to make a recommendation to the President. Remind them to think about the types of questions they asked in procedure 4 in the “Explore” section. On page 2 of the student activity, have students list the questions under the categories of social, political/military, and economic issues. If some of these categories have only a few questions, ask students to think about why this information would be important and what additional information would be needed from these categories.
6. Have students jigsaw into their expert groups to investigate social, political/military, and economic issues. The expert groups can use the videos from “The Cold War” video series, library resources, and the Internet to gather information. Ask them to find information addressing at least three questions about the foreign policy issue they are studying. They will use this information to answer the student-generated questions from procedure 5. Allow students time to complete their research and fill in the issues information on the student activity. Assist students in finding relevant information in order to answer their questions and get a sense of the current world conditions in relation to the policy issue. Students can refer back to “The Cold War” video series for a historical perspective. Encourage students to consider the source of the information that is found. Students should use reputable sources when conducting Internet and library research.

Teacher Tip

At the time of this writing, the following foreign policy issues could have been assigned for Procedure 3 in the “Extend” section.

- The U.S. believes that Iraq is developing weapons of mass destruction.
- Disagreement about how to address global climate change.
- The U.N. reports that three billion people around the world live in poverty.
- Former Warsaw Pact countries join North Atlantic Treaty Organization (NATO).

Alternate Strategy Tip

For procedure 4 in the “Extend” section, teachers may want to provide students with a clear definition of the problem and other pertinent information.

7. Once students have found answers to at least three of their questions, they may convene back in their home groups. Students should share what was learned in their expert groups with members of their home group. Based on this information and their prior knowledge, have students identify the goals they want their policy solutions to address, and then brainstorm policy options. They should identify four policy goals and four policy options.
8. Ask students to go to page 4 of the Student Activity, "[The Policy Process](#)." Explain that one way to select policies is to use a matrix to determine how each potential strategy meets the goals that people are trying to accomplish. Ask students to fill in the policy goals and options in the matrix. Then have them complete the matrix below with a numbering system in which *+2 = the policy option strongly promotes the goal; +1 = the policy option somewhat promotes the goal; 0 = the policy option has no effect on the goal; -1 = the policy option works somewhat against achieving the goal; and -2 = the policy option strongly works against achieving the goal*. Students should total the scores for each policy option and fill in that column. If students are not happy with the policy that receives the highest points, they may want to go back and revise the goals or options they've identified.
9. Using the form on page 5 of the student activity, have students prepare a statement about which of the policies options the president should implement. These recommendations should include a rationale for each recommendation. A recorder for the home group should record their recommendations. Have students hand in their recommendations or report to the class.

Assess: Students will write an essay about how the Cold War has influenced domestic and international politics since World War II.

1. Explain to students that they are going to write an essay about how the Cold War has influenced domestic and international politics since World War II. Remind them that they have developed a wealth of information cldwrthroughout the unit from which to prepare their essay.
2. Distribute copies of the "[Essay Rubric](#)." Explain that their reports will be assessed using two rubrics. The first rubric reflects their understanding of how the Cold War influenced domestic and international politics. The second rubric focuses on the conventions of writing. Review the scoring levels for both rubrics.
3. Once students have a working understanding of the rubrics, allow them to begin. Provide guidance by reminding them to use the rubric along with their notes and assignments from this unit in order to construct a paper that demonstrates their knowledge of the topic.

RESOURCES

Friedman, N. (2000). *The fifty-year war: conflict and strategy in the Cold War*. Annapolis, Maryland: Naval Institute Press.

Gaddis, J. L. (1997). *We now know: rethinking Cold War history*. Oxford: Clarendon Press.

Murphy, D. E. (1997). *Battleground Berlin: CIA vs. KGB in the Cold War*. New Haven & London: Yale University Press.

Parrish, T. D. (1998). *Berlin in the balance, 1945-1949: the blockade, the airlift, the first major battle of the Cold War*. Reading, Massachusetts: Addison-Wesley.

URLs

<http://history.acusd.edu/gen/20th/coldwar0.html>

Cold war policies 1945-1991

<http://learningcurve.pro.gov.uk/coldwar/>

National Archives Cold War

<http://www.cato.org/pubs/pas/pa114es.html>

U.S. Military Spending During the Cold War

<http://www.cia.gov/csi/books/19335/art-1.html>

The Cold War's End

http://www.hyperhistory.com/online_n2/History_n2/a.html

An online Synchronoptic History Chart

<http://www.ksu.edu/history/coldwar/coldsite.htm>

Kansas State University Links to Cold War Web Pages

<http://www.mtholyoke.edu/acad/intrel/coldwar.htm>

Cold War Documents

<http://www.videofact.com/coldwar.htm>

Cold War Images