

***Teaching American History
Leadership in America
Summer Institute 2007***

***Unit of Study
The Cold War***

"LET'S GET A LOCK FOR THIS THING"

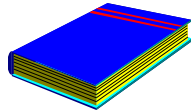


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Cold War

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National Historical Thinking Standards

History Standards:

STANDARD 1: *Chronological Thinking*

The student thinks chronologically:

Therefore, the student is able to

- A. **Distinguish between past, present, and future time.**
- B. **Identify the temporal structure of a historical narrative or story:** its beginning, middle, and end (the latter defined as the outcome of a particular beginning).
- C. **Establish temporal order in constructing their [students'] own historical narratives:** working forward from some beginning through its development, to some end or outcome; working backward from some issue, problem, or event to explain its origins and its development over time.
- D. **Reconstruct patterns of historical succession and duration** in which historical developments have unfolded, and apply them to **explain historical continuity and change.**
- F. **Compare alternative models for periodization** by identifying the organizing principles on which each is based.

STANDARD 2: Historical Comprehension

The student comprehends a variety of historical sources:

Therefore, the student is able to

- A. **Identify the author or source of the historical document or narrative.**
- B. **Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.**
- C. **Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.**
- D. **Differentiate between historical facts and historical interpretations but acknowledge that the two are related; that the facts the historian**

reports are selected and reflect therefore the historian's judgment of what is most significant about the past.

- E. Read historical narratives imaginatively, taking into account what the narrative reveals of the humanity of the individuals and groups involved--their probable values, outlook, motives, hopes, fears, strengths, and weaknesses.
- F. Appreciate historical perspectives--the ability (a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded--the values, outlook, options, and contingencies of that time and place; and (c) avoiding "present-mindedness," judging the past solely in terms of present-day norms and values.
- G. Draw upon data in historical maps in order to obtain or clarify information on the geographic setting in which the historical event occurred, its relative and absolute location, the distances and directions involved, the natural and man-made features of the place, and critical relationships in the spatial distributions of those features and the historical event occurring there.
- H. Utilize visual and mathematical data presented in graphs, including charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers to clarify, illustrate, or elaborate upon information presented in the historical narrative.
- I. Draw upon the visual, literary, and musical sources including: (a) photographs, paintings, cartoons, and architectural drawings; (b) novels, poetry, and plays; and, (c) folk, popular and classical music, to clarify, illustrate, or elaborate upon information presented in the historical narrative

STANDARD 3: Historical Analysis and Interpretation

The student engages in historical analysis and interpretation:

Therefore, the student is able to

- A. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences.
- B. Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- C. Analyze cause-and-effect relationships bearing in mind multiple causation including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.
- D. Draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries.
- E. Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
- F. Compare competing historical narratives.
- G. Challenge arguments of historical inevitability by formulating examples of historical contingency, of how different choices could have led to different consequences.
- H. Hold interpretations of history as tentative, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.
- I. Evaluate major debates among historians concerning alternative interpretations of the past.
- J. Hypothesize the influence of the past, including both the limitations and opportunities made possible by past decisions

STANDARD 4: Historical Research Capabilities

The student conducts historical research:

Therefore, the student is able to

- A. Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.

- B. Obtain historical data from a variety of sources, including: library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.**
- C. Interrogate historical data by uncovering the social, political, and economic context in which it was created; testing the data source for its credibility, authority, authenticity, internal consistency and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of facts.**

STANDARD 5: Historical Issues-Analysis and Decision-Making

The student engages in historical issues-analysis and decision-making:

Therefore, the student is able to

- A. Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.**
- B. Marshal evidence of antecedent circumstances and current factors contributing to contemporary problems and alternative courses of action.**
- C. Identify relevant historical antecedents and differentiate from those that are inappropriate and irrelevant to contemporary issues.**
- D. Evaluate alternative courses of action, keeping in mind the information available at the time, in terms of ethical considerations, the interests of those affected by the decision, and the long- and short-term consequences of each.**
- E. Formulate a position or course of action on an issue by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated options.**
- F. Evaluate the implementation of a decision by analyzing the interests it served; estimating the position, power, and priority of each player involved; assessing the ethical dimensions of the decision; and evaluating its costs and benefits from a variety of perspectives.**

Massachusetts History and Social Studies Curriculum Frameworks
The Cold War Abroad, 1945-1989

- USII.18 Analyze the factors that contributed to the Cold War and describe the policy of containment as America's response to Soviet expansionist policies. (H)
- A. the differences between the Soviet and American political and economic systems
 - B. Soviet aggression in Eastern Europe
 - C. the Truman Doctrine, the Marshall Plan, and NATO

USII.19 Analyze the sources and, with a map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union. (H, G)

- A. the Korean War
- B. Germany
- C. China
- D. the Middle East
- E. the arms race
- F. Latin America
- G. Africa
- H. the Vietnam War

USII.20 Explain the causes, course, and consequences of the Vietnam War and summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson, and Nixon. (H)

USII.21 Analyze how the failure of communist economic policies as well as U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to ending the Cold War. (H, E)

Cold War America at Home: Economic Growth and Optimism, Anticommunism, and Reform, 1945-1980

USII.22 Analyze the causes and consequences of important domestic Cold War trends. (H, E)

- A. economic growth and declining poverty
- B. the baby boom
- C. the growth of suburbs and home-ownership
- D. the increase in education levels
- E. the development of mass media and consumerism

USII.23 Analyze the following domestic policies of Presidents Truman and Eisenhower. (H)

- A. Truman's Fair Deal
- B. the Taft-Hartley Act (1947)
- C. Eisenhower's response to the Soviet's launching of Sputnik
- D. Eisenhower's civil rights record

USII.24 Analyze the roots of domestic anticommunism as well as the origins and consequences of McCarthyism. (H)

People:

- A. Whittaker Chambers
- B. Alger Hiss
- C. Edgar Hoover
- D. Senator Joseph McCarthy
- E. Julius and Ethel Rosenberg

Institutions:

- A. the American Communist Party (including its close relationship to the Soviet Union)
- B. the Federal Bureau of Investigation (FBI)
- C. the House Committee on Un-American Activities (HUAC)

Massachusetts English Language Arts Standards

Reading and Literature Strand: Standards

Standards

8. Identify the basic facts and main ideas in a text and use them as the basis for interpretation.
9. Deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.
10. Identify, analyze, and apply knowledge of the characteristics of different genres.
11. Identify, analyze, and apply knowledge of theme in literature and provide evidence from the text to support their understanding.
12. Identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.
13. Identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

COMPOSITION STRAND: STANDARDS

19. Write with a clear focus, coherent organization, and sufficient detail.
20. Write for different audiences and purposes.

MASSACHUSETTS ENGLISH LANGUAGE ARTS STANDARDS

COMPOSITION STRAND: STANDARDS

21. Demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.
22. Use knowledge of standard English conventions in their writing, revising and editing.
23. Organize ideas in writing in a way that makes sense for their purpose.
24. Gather information from a variety of sources, analyze and evaluate the quality of the information they obtain and use it to answer their own questions.
25. Develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.

UNIT OBJECTIVES

Social Studies is a key element of curriculum from early elementary through secondary education. Teaching history is a scaffolding work in progress. In the elementary stage the students are introduced to the core knowledge of history. They learn the dates, people, places and main events. As the students become familiar with historical knowledge, the curriculum focuses on the concepts and moral issues of history. Students build on their prior knowledge and critical thinking skills to understand the biography of society. This unit presents to the students the Cold War. Prior knowledge will allow the student to analyze and apply their prior knowledge this topic. Although the major focus of this unit is social studies other areas such as reading and language arts are included. This unit is a multifaceted 8 day unit studying the Cold War.

- ◆ *The students will reinforce their understanding of the chronological order of historical events*
- ◆ *The students will study, compare and contrast, and analyze diverse forms of government*
- ◆ *The students will discuss and examine the characteristics of nations and power*
- ◆ *The students will develop an understanding of interrelationships between leaders/countries*
- ◆ *The students will draw from their personal experiences to understand the events of the past*
- ◆ *The students will organize, classify, determine, compare and contrast the causes of the Cold War*
- ◆ *The students will generate questions, listen to the ideas of others and furnish their own ideas/information in group discussion in order to obtain new knowledge*
- ◆ *The students will use a variety of materials/media to create different visual effects for their presentations*
- ◆ *The students will prepare a well written essay using both primary and secondary resources*

Cold War Unit

- ◆ Prior Knowledge brainstorming activity
- ◆ Vocabulary peer-teaching worksheets
- ◆ DBQ Guided reading worksheets
- ◆ Key documents - read, analyze and interpret primary and secondary resources to use in final essay
- ◆ Cold War worksheet
- ◆ Decision-making group activity - Questions to ask Stalin, Roosevelt and Churchill for televised interview.
- ◆ Interpreting Political Cartoons - either as a group activity or individual activity, students analyze a political cartoon and share their interpretations
- ◆ Review of the Essay format - writing templates and general review of essay organization
- ◆ Peer-tutoring /editing of essays
- ◆ End of the unit discussion - What have we learned? How can we apply this to our lives?

Resources

◆ **Learning Activities Packages:**

- ◇ *Document Based Question*
- ◇ *The 1950's*
- ◇ *Political Policies*

◆ **Key Documents:**

- ◇ Yalta Conference, 1945
- ◇ Winston Churchill, "Iron Curtain" speech, University of Missouri, 1946
- ◇ Truman Doctrine Speech, Harry S. Truman, 1947
- ◇ Secretary Of State George Marshall Devises A Plan To Rebuild Europe, 1947
- ◇ North Atlantic Treaty, November 4, 1949
- ◇ President John F. Kennedy's television and radio address, October 22, 1962

◇ **Teacher Resources:**

◇ **America: Pathways to the Present**

- ◇ DBQ Sources: Princeton Review *Cracking the AP*, www.collegeboard.com, <http://oswego.org>
- ◇ www.pbs.org/edu
- ◇ <http://teachers.net/lessons/posts/545.html>
- ◇ www.piedmontcommunities.us/servlet/go
- ◇ www.historyguide.org/europe/churchill.html
- ◇ www.thecorner.org/hist/europe/coldwar.htm
- ◇ www.american.edu/media/speeches/Kennedy.htm

October, 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6 Introduction	7 Churchill's role	8 Presdient Trumans' s role	9 George Marshall role	10 NATO	11
12	13 JFK's role	14 Leadershi p During the Cold War	15	16	17	18
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Lesson plan: Day 2

Unit name: The Cold War
School district: Greater Lowell Technical High School
Date: October 7, 2008
Class and Grade: U.S. History II – Junior

State framework standard: USII.18 Analyze the factors that contributed to the Cold War and describe the policy of containment as America's response to Soviet expansionist policies. (H)

Historical thinking standard: STANDARD 1: *Chronological Thinking*
STANDARD 2: Historical Comprehension
STANDARD 3: Historical Analysis and Interpretation

State ELA Reading and Literature Standards: 9 - 13

Leadership: Prime Minister Winston Churchill

Enduring understandings: The Cold War

Essential questions : How and why did the Cold War begin?

Development and selection of activities and resources: *Iron Curtin Speech* Lecture with Smart Board Outlining important fact, Brainstorming using students experiences, Vocabulary reinforcement and UNRAAVEL.

Content: a. Identify the author or source of the historical document
b. Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed
c. What message was Churchill sending to other world Leaders?

Assignment: When the students enter the classroom they will answer the Essential question. At the end of the class they will reflect on what they initially wrote and make modifications based on what they learned. This assignment will be collected and grade for comprehension. If there are specific concepts not understood then we will review them the next day.

Lesson plan: Day 3

Unit name: The Cold War

School district: Greater Lowell Technical High School

Date: October 8, 2008

Class and Grade: U.S. History II – Junior

State framework standard: USII.18 Analyze the factors that contributed to the Cold War and describe the policy of containment as America’s response to Soviet expansionist policies. (H)

USII.21 Analyze how the failure of communist economic policies as well as U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to ending the Cold War. (H, E)

Historical thinking standard: STANDARD 1: *Chronological Thinking*
STANDARD 2: *Historical Comprehension*
STANDARD 3: *Historical Analysis and Interpretation*

State ELA Reading and Literature Standards: 9 - 13

Leadership: President Truman

Enduring understandings: The Cold War

Essential questions : How and why did the Cold War begin?

Development and selection of activities and resources: *Truman Doctrine* Lecture with Smart Board Outlining important fact, Brainstorming using students experiences, Vocabulary reinforcement and UNRAAVEL.

Content: a. Identify the author or source of the historical document

b. Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed

Assignment: When the students enter the classroom they will answer the Essential question. At the end of the class they will reflect on what they initially wrote and make modifications based on what they learned. This assignment will be collected and grade for comprehension. If there are specific concepts not understood then we will review them the next day.

Lesson plan: Day 4

Unit name: The Cold War
School district: Greater Lowell Technical High School
Date: October 9, 2008
Class and Grade: U.S. History II – Junior

State framework standard: USII.18 Analyze the factors that contributed to the Cold War and describe the policy of containment as America’s response to Soviet expansionist policies. (H)

USII.21 Analyze how the failure of communist economic policies as well as U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to ending the Cold War. (H, E)

Historical thinking standard: **STANDARD 1: *Chronological Thinking***
 STANDARD 2: Historical Comprehension
 STANDARD 3: Historical Analysis and Interpretation

State ELA Reading and Literature Standards: 9 - 13

Leadership: Secretary Of State George Marshall
Enduring understandings: The Cold War

Essential questions : How and why did the Cold War begin?

Development and selection of activities and resources: Secretary Of State George Marshall Devises A Plan to Rebuild Europe, 1947 lecture with Smart Board Outlining important fact, Brainstorming using students experiences, Vocabulary reinforcement and UNRAAVEL.

Content: a. Identify the author or source of the historical document
 b. Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed
 c. How effective was the Marshall Plan?

Assignment: When the students enter the classroom they will answer the Essential question. At the end of the class they will reflect on what they initially wrote and make modifications based on what they learned. This assignment will be collected and grade for comprehension. If there are specific concepts not understood then we will review them the next day.

Lesson plan: Day 5

Unit name: The Cold War
School district: Greater Lowell Technical High School
Date: October 10, 2008
Class and Grade: U.S. History II – Junior

State framework standard: USII.18 Analyze the factors that contributed to the Cold War and describe the policy of containment as America's response to Soviet expansionist policies. (H)

USII.21 Analyze how the failure of communist economic policies as well as U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to ending the Cold War. (H, E)

Historical thinking standard: **STANDARD 1: *Chronological Thinking***
 STANDARD 2: Historical Comprehension
 STANDARD 3: Historical Analysis and
 Interpretation
 STANDARD 5: Historical Issues-Analysis
 and Decision-Making

State ELA Reading and Literature Standards: 9 - 13

Leadership: North Atlantic Treaty, November 4, 1949

Enduring understandings: The Cold War

Essential questions : How and why did the Cold War continue?

Development and selection of activities and resources: North Atlantic Treaty Organization lecture with Smart Board Outlining important fact, Brainstorming using students experiences, Vocabulary reinforcement and UNRAAVEL.

Content: a. Identify the author or source of the historical document
 b. Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed
 c. What was the purpose of the Marshall Plan and was it successful in meeting its goals?

Assignment: When the students enter the classroom they will answer the Essential question. At the end of the class they will reflect on what they initially wrote and make modifications based on what they learned. This assignment will be collected and graded for comprehension. If there are specific concepts not understood then we will review them the next day.

Lesson plan: Day 6

Unit name: The Cold War
School district: Greater Lowell Technical High School
Date: October 14 2008
Class and Grade: U.S. History II – Junior

State framework standard: USII.18 Analyze the factors that contributed to the Cold War and describe the policy of containment as America’s response to Soviet expansionist policies. (H)

Historical thinking standard: STANDARD 1: Chronological Thinking
STANDARD 2: Historical Comprehension
STANDARD 3: Historical Analysis and Interpretation
STANDARD 5: Historical Issues-Analysis and Decision-Making

Leadership: President John F. Kennedy

Enduring understandings: The Cold War

Essential questions : How and why did the Cold War continue?

Development and selection of activities and resources: President John F. Kennedy’s television and radio address, October 22, 1962 lecture with Smart Board Outlining important fact, Brainstorming using students experiences, Vocabulary reinforcement and UNRAAVEL.

Content: a. Identify the author or source of the historical document

b. Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed

c. What was the purpose of the President Kennedy Speech?

Assignment: When the students enter the classroom they will answer the Essential question. At the end of the class they will reflect on what they initially wrote and make modifications based on what they learned. This assignment will be collected and grade for comprehension. If there are specific concepts not understood then we will review them the next day.

Lesson plan: Day 7

Unit Name: The Cold War

School district: Greater Lowell Technical High School

Date: October 15, 2008

Class and Grade: U.S. History II – Junior

State framework standard: USII.18 Analyze the factors that contributed to the Cold War and describe the policy of containment as America’s response to Soviet expansionist policies. (H)

Historical thinking standard: STANDARD 1: Chronological Thinking

STANDARD 2: Historical Comprehension

STANDARD 3: Historical Analysis and Interpretation

STANDARD 5: Historical Issues-Analysis and Decision-Making

State ELA Reading and Literature Standards: 9 - 13

STATE ELA COMPOSITION STANDARDS: 19 - 25

Leadership: Winston Churchill, Joseph Stalin, President Franklin D. Roosevelt, Secretary Of State George Marshall, and President John F. Kennedy

Enduring understandings: The Cold War

Essential question; To what extent was the United States successful in preventing the world-wide spread of Communism between 1945 and 1970?

Development and selection of activities and resources: Answering Document Based Question.

Content: The cause, effects and leaders during the Cold War.

Assignment: Using your notes, worksheets, and primary documents compose a well written essay (using the guidelines at the end of this packet) answering the above question.

Performance task: The benchmark essay along with the daily essays and worksheets will reflect the student's level of mastery of the Cold War. Also using their prior knowledge as a basis line and then scaffolding of global terms will allow the students to develop a richer understanding of the Cold War years.

Lesson plan: Day 8

Unit Name: The Cold War

School district: Greater Lowell Technical High School

Date: October 16, 2008

Class and Grade: U.S. History II – Junior

State framework standard: USII.18 Analyze the factors that contributed to the Cold War and describe the policy of containment as America’s response to Soviet expansionist policies. (H)

Historical thinking standard: STANDARD 1: Chronological Thinking

STANDARD 2: Historical Comprehension

STANDARD 3: Historical Analysis and Interpretation

STANDARD 5: Historical Issues-Analysis and Decision-Making

State ELA Reading and Literature Standards: 9 - 13

STATE ELA COMPOSITION STANDARDS: 19 - 25

Leadership: Winston Churchill, Joseph Stalin, President Franklin D. Roosevelt, Secretary Of State George Marshall, and President John F. Kennedy

Enduring understandings: The Cold War

Essential question; To what extent was the United States successful in preventing the world-wide spread of Communism between 1945 and 1970?

Development and selection of activities and resources: notes, worksheets, and primary documents

Content: Document Based Essay on Leadership during the Cold War.

Assignment: Using your notes, worksheets, and primary documents compose a well written essay (using the guidelines at the end of this packet) answering the above question.

Performance task: The benchmark essay along with the daily essays and worksheets will reflect the student's level of mastery of the Cold War. Also using their prior knowledge as a basis line and then scaffolding of to global terms will allow the students to develop a richer understanding of the Cold War years.

Activity #1: Read the following material and refer to it when completing the Document Based Questions throughout this packet

Historical Document Analysis.

You have the opportunity to develop an enhanced understanding of the unending story of history. You will accomplish this by reading, focusing, dissecting and understanding primary documents.

The story of mankind has no end. You experience history every day. The purpose of this unit is to read a primary document excerpts; determine the particular time period and the world events leading to this document; and analyze its impact on the world. As a HDA you are required to construct a written report of your findings.

Your qualifications for this assignment are to use your imagination and your critical thinking skills. It will be the journey of your life and your future!

What is a Document-Based Question (DBQ)?

This question is based on a document that covers one topic, usually in or around a particular time period. Your job is to read the question carefully so that you understand what is being asked and jot down what you already know about the topic. You will be asked a series of question and/or you will be instructed to write an essay response. The essay response should be organized into three sections: the introduction, body, and conclusion.

How should I approach a DBQ?

Carefully read the document and answer the questions, which follow the document. Use factual information and base your answer to each question on the document and your prior knowledge. Be sure to compose each answer using complete sentences.

How do I write the essay?

Put on your "historian" hat to demonstrate your ability to analyze source materials and develop an essay based on those materials. There is no one perfect DBQ answer; a variety of approaches and responses are possible depending on your ability to understand the documents and, ultimately, judge their significance. Remember: You'll most fully understand the document if you are familiar with the specific time period.

When writing the document-based essay, it's important to refer to the document in your response. For example use the author's name or use an important sentence or phrase to support your answer.

Possible Question vocabulary (12 Powerful Words)

Trace - List in steps

Support - Back up with details

Analyze - Break apart

Explain - Tell how

Infer - Read between the lines

Summarize - Give me the short version

Evaluate - Judge

Formulate - Create

Describe - Tell all about it

Compare - All the ways they are alike

Contrast - All the ways they are different

Predict - What will happen next?

OUTLINE/GRAPHIC ORGANIZER

Organize the information that you want to use in your essay through the use of an outline or graphic organizer. During this pre-writing step, you should brainstorm as many facts as possible that could be used in your essay. Also make sure that you are referencing the document and addressing the question.

Activity 2 – Read the following excerpt and complete the DBQ worksheet, answer the questions in preparation for our

discussion, review and assessment. You will also be required to write an essay, using all of these materials.

QUESTION - To what extent was the United States successful in preventing the world-wide spread of Communism between 1945 and 1970?

Document A

The Premier of the Union of Soviet Socialist Republics, the Prime Minister of the United Kingdom and the President of the United States of America have consulted with each other in the common interests of the people of their countries and those of liberated Europe. They jointly declare their mutual agreement to concert during the temporary period of instability in liberated Europe the policies of their three Governments in assisting the peoples liberated from the domination of Nazi Germany and the peoples of the former Axis satellite states of Europe to solve by democratic means their pressing political and economic problems.

The establishment of order in Europe and the rebuilding of national economic life must be achieved by processes which will enable the liberated peoples to destroy the last vestiges of Nazism and fascism and to create democratic institutions of their own choice. This is a principle of the Atlantic Charter - the right of all people to choose the form of government under which they will live - the restoration of sovereign rights and self-government to those peoples who have been forcibly deprived to them by the aggressor nations.

Source: Yalta Conference, 1945.

DOCUMENT B

From Stettin on the Baltic to Trieste on the Adriatic, an iron curtain has descended across the continent. Behind that line lie all the capitals of the ancient states of central and eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest, and Sofia, all these famous cities and the populations around them lie in the Soviet sphere and all are subject, in one form or another, not only to Soviet influence but to a very high and increasing measure of control from Moscow....Police governments are prevailing in nearly every case, and so far, except in Czechoslovakia, there is no true democracy.

Source: Winston Churchill, "Iron Curtain" speech, University of Missouri, 1946.

Document C

One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections, guarantees of individual liberty, freedom of speech and religion, and freedom from political oppression. Should we fail to aid Greece and Turkey in this fateful hour, the effect will be far reaching to the West as well as to the East. We must take immediate and resolute action. . . .

The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression, a controlled press and radio, fixed elections, and the suppression of personal freedoms. I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures. I believe that we must assist free peoples to work out their own destinies in their own way.

I believe that our help should be primarily through economic and financial aid, which is essential to economic stability and orderly political processes.

Source: Truman Doctrine Speech, Harry S. Truman, 1947

Document D

In considering the requirements for the rehabilitation of Europe the physical loss of life, the visible destruction of cities, factories, mines and railroads was correctly estimated, but it has become obvious during recent months that this visible destruction was probably less serious than the dislocation of the entire fabric of European economy. For the past ten years conditions have been highly abnormal.

The truth of the matter is that Europe's requirements for the next three or four years of foreign food and other essential products - principally from America - are so much greater than her present ability to pay that she must have substantial additional help, or face economic, social and political deterioration of a very grave character.

Aside from the demoralizing effect on the world at large and the possibilities of disturbances arising as a result of the desperation of the people concerned, the consequences to the economy of the United States should be apparent to all. It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health in the world, without which there health in the world, without which there can be no political stability and no assured peace.

Source: Secretary Of State George Marshall Devises A Plan to Rebuild Europe, 1947.

Document E

Article 2

The Parties will contribute toward the further development of peaceful and friendly international relations by strengthening their free institutions, by bringing about a better understanding of the principles upon which these institutions are founded, and by promoting conditions of stability and well-being. They will seek to eliminate conflict in their international economic policies and will encourage economic collaboration between any or all of them.

Source: North Atlantic Treaty, November 4, 1949

Document F

Good Evening, My Fellow Citizens:

This government, as promised, has maintained the closest surveillance of the Soviet military buildup on the island of Cuba. Within the past week, unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on that imprisoned island. The purpose of these bases can be none other than to provide a nuclear strike capability against the Western Hemisphere.

First: To halt this offensive buildup, a strict quarantine on all offensive military equipment under shipment to Cuba is being initiated...

Third: It shall be the policy of this nation to regard any nuclear missile launched from Cuba against any nation in the Western Hemisphere as an attack on the United States, requiring a full retaliatory response upon the Soviet Union.

Seventh and finally: I call upon Chairman Khrushchev to halt and eliminate this clandestine, reckless, and provocative threat to world peace... He has an opportunity now to move the world back from the abyss of destruction.

Source: President John F. Kennedy's television and radio address, October 22, 1962

Worksheet #2

What questions would you ask Truman, Stalin and Churchill if you were presenting the TV debate?

Question 1 for Churchill

Question:

I think this will be an awkward question because...

He might try to avoid the question by...

Evidence I can use to make life difficult for the leader is...

Edit this question

Question 2 for Churchill

Question:

I think this will be an awkward question because...

He might try to avoid the question by...

Evidence I can use to make life difficult for the leader is...

Edit this question

Worksheet #2

What questions would you ask Truman, Stalin and Churchill if you were presenting the TV debate?

Question 1 for Stalin

Question:

I think this will be an awkward question because...

He might try to avoid the question by..

Evidence I can use to make life difficult for the leader is...

Edit this question

Question 2 for Stalin

Question:

I think this will be an awkward question because...

He might try to avoid the question by..

Evidence I can use to make life difficult for the leader is...

Edit this question

Worksheet #2

What questions would you ask Truman, Stalin and Churchill if you were presenting the TV debate?

Question 1 for Truman

Question:

I think this will be an awkward question because...

He might try to avoid the question by...

Evidence I can use to make life difficult for the leader is...

Edit this question

Question 2 Truman

Question:

I think this will be an awkward question because...

He might try to avoid the question by...

Evidence I can use to make life difficult for the leader is...

Edit this question

Worksheet # 3

Understanding the concepts

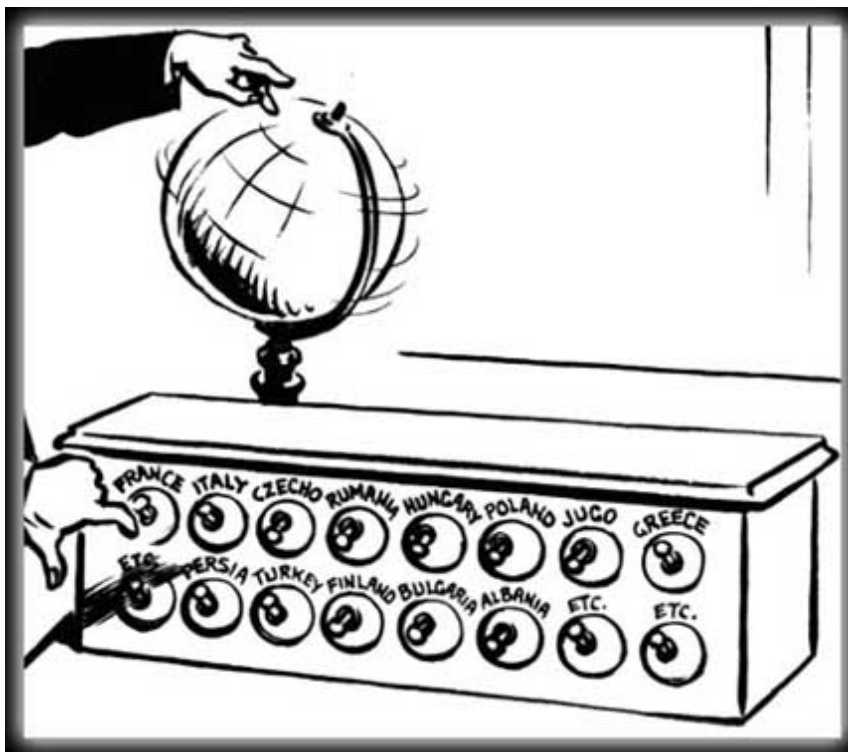
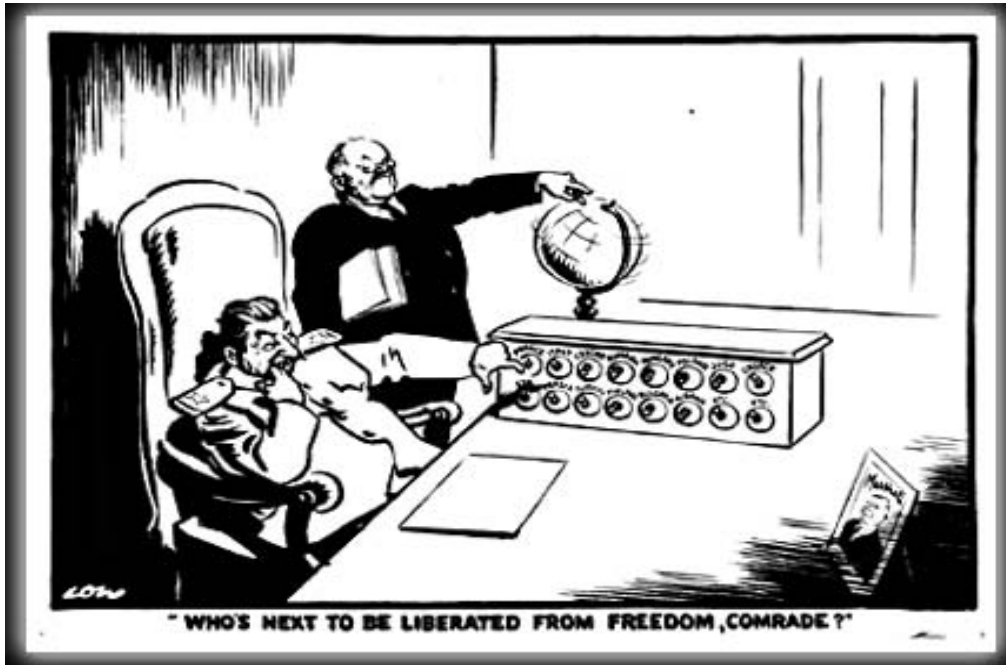
In the graphic organizer below fill in a statement(s) from the above documents in the column marked Primary Sources and then in the column marked what does he mean – tell me what this leader is saying.

Primary Source	What does he mean?

Worksheet # 4

Political Cartoons

What is the cartoonist's view on the Cold War? Explain.



Start your essay

Paragraph 1 - Introduction

When writing the introduction sentence. Be sure to:

- Give 'Em What They Want: Answer the question by restating key phrases from the question. Don't simply rewrite what you were given; rather, write your response as an answer, but be sure to include the important phrases that were in the question.
- Show 'Em Where You Got It: Make reference to your evidence (the document). Support your answer from the beginning.

Paragraph 2- Body/Supporting Paragraph

When writing the body/supporting paragraphs:

- Be sure to include all of the following components: topic sentence, supporting evidence in the body sentences, and a closing sentence.
- Follow this same format as you write any additional body/supporting paragraphs.

Paragraph 3or more - Body/Supporting Paragraph

When writing the body/supporting paragraphs:

- Be sure to include all of the following components: topic sentence, supporting evidence in the body sentences, and a closing sentence.
- Follow this same format as you write any additional body/supporting paragraphs.

Conclusion Paragraph

- Summarize the subject of the essay. You can often do this by restating the question in a different way.
- Explain what you concluded about the essay question. Summarize how the information in the body of your essay

proves your point.

DBQ Score Card – Essay check list

- ✓ Does your essay answer the question(s?)
- ✓ Have you referred to the document?
- ✓ Have you supported your essay with evidence from the document?
- ✓ Have you shown careful and insightful analysis of the document?
- ✓ Have you analyzed bias or point of view effectively and consistently?
- ✓ Have you analyzed and synthesized the documents by grouping them in at least one way?
- ✓ Do you understand the basic meanings of the document used in the essay?
- ✓ Does your essay make sense? (Check your sentences – did you skip any words? Or leave out important information?)
- ✓ ***Most important - Did I answer the question(s)?***

Cold War Rubric

Criteria	5	4	3	2	1	0	Score
answers question	Strong responds directly to the question	Stated-answers the question	Addresses the question but has weak structure and focus.	Poor focus; fails to answer the question adequately.	Fails to address the question; confusing and unfocused.	No thesis; no attempt to address the question.	
use of documents / evidence	Uses documents completely and accurately; and uses quotes from the documents to support their answer	Uses documents correctly; recognizes the meaning but rarely use excerpts to support their answer	Uses most documents correctly-simplistic analysis; does not always weigh the importance to support their answer	Some documents used correctly; some only paraphrased or misunderstood ; fails to recognize any difference the of evidence.	Fails to use documents correctly; simply paraphrased or misunderstood .	Ignores or misuses the documents.	
outside information	Cites considerable relevant information from outside learning	Cites some relevant information from outside learning	Includes little relevant information from outside learning.	Includes little information from outside learning- what is included is irrelevant.	Includes no relevant information from beyond the documents.	Includes no information from beyond the documents.	
understanding of topic	Displays a thorough understanding of the topic and related issues	Shows an understanding of the topic and related issues.	Shows basic, though simplistic, understanding of the topic and related issues.	Show little understanding of the topic and related issues.	Shows almost no understanding of the topic or related issues.	Shows no understanding of the topic or related issues.	
use of language	Well structured, well written; proper spelling, grammar, mechanics	Clearly written and coherent; some minor errors in writing	Weaker organization; some errors in writing detract from essay's meaning.	Poorly organized; many errors in standard English	Disorganized; littered with errors in standard English.	Lacks any organization; little attempt made; blank paper.	
total score:							

