

### **Introduction**

This unit will cover the period from 1945 to 1992, for a 10<sup>th</sup> grade Honors World History II class. The students are a diverse and include English Language Learners and Disabled learners. The unit immediately prior to this one focused on World War II; recent units have also covered the Soviet revolution. The following unit will cover Independence movements in the developing world (i.e. Decolonization).

At the conclusion of this unit, students know and understand the causes of the Cold War, and how competition between the two main superpowers underpinned major events of this era. Students will know the major flashpoints of the Cold War, major leaders, and other significant events. Students will understand the causes of the collapse of the Soviet Union and the end of the Cold War. Students will be able to connect the aftermath of these events to current events and conflicts in the world today. It is important that students understand these processes because they drive so much of the change in this era, which shaped the world we live in today. It is also important the students understand the tension between mortal peril in the developed world over the possibility of nuclear annihilation versus the promise of freedom in the developing world through decolonization (the next unit).

I will divide the Cold War into three periods: 1945 - 1953, covering the Potsdam conference to the death of Stalin; 1954 - 1975, covering the Khrushchev-Nixon era; and 1976 to 1991, covering the end of the Cold War. I cover the Asian events of the Cold War in a single unit, from 1945 to 1975, in order to highlight the disparities between U.S. policies in Europe and Asia through the Cold War period.

This unit is based on the Virginia SOLs WHII.12, concerning the Cold War. The lessons address NCSS I. Culture, especially in the portion of the unit covering the Cold War in Asia and the discussion of cultural changes and protest movements in 1968. The lesson also addresses NCSS V. Individuals, Groups, and Institutions. Both Americans and Soviets sought to create international institutions that would leverage their power in the world, while at the sub-national level liberation movements involved individuals working in groups to overthrow colonialist institutions.

This unit will require primarily ordinary classroom technology. Students in the class each have a Chromebook laptop computer, and will use it for some of their work. Differentiation will ensure that all learners are included and able to complete the learning. [Come back to this].

- WHII.12 The student will apply social science skills to understand the conflicts during the second half of the twentieth century by
- a) explaining the causes of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;
  - b) describing the major leaders and events of the Cold War, including the location of major conflicts;
  - c) describing conflicts and revolutionary movements in Asia and their major leaders, including Mao Tse-tung (Zedong), Chiang Kai-shek, Deng Xiaoping, and Ho Chi Minh; and
  - d) examining the political and economic shifts that led to the end of the Cold War, with emphasis on Margaret Thatcher, Mikhail Gorbachev, and Ronald Reagan.

Rough calendar:

Day 1. Early Cold War, 1945 - 1953 (Potsdam to the death of Stalin)

Day 2. Cold War in Asia 1945 - 1975 (China to Vietnam)

Day 3. Mid Cold War, 1954 - 1975 (The Khrushchev-Nixon Era)

Day 4. Late Cold War, 1976 - 1992 (The End of the Cold War)

Day 5. Unit Exam and Research Presentation

## EARLY COLD WAR: 1945 - 1953

Teacher's Name Miles Townes Grade Level 10 (World History II)

Lesson Title The Early Cold War, 1945 - 1953 Date tbd

### I. NCSS Themes and State Standards Addressed

- NCSS:           NCSS II.     Time, Continuity, and Change  
                  NCSS III.  People, Places, and Environments  
                  NCSS VI.  Power, Authority, and Governance  
                  NCSS IX.  Global Connections
  
- VA:            WHII.12     The student will apply social science skills to understand the conflicts during the second half of the twentieth century by
  - a) explaining the causes of the Cold War, including the competition between the American and Soviet economic and political systems [...]
  - b) describing the major leaders and events of the Cold War, including the location of major conflicts;
  - c) describing conflicts and revolutionary movements in Asia and their major leaders, including Mao Tse-tung (Zedong), Chiang Kai-shek [...]

### II. Objectives

- Students will be able to identify Cold War powers, NATO members, and Warsaw Pact members, and key leaders.
- Students will be able to contrast the post-war plans of Yalta versus Potsdam, and explain the difference.
- Students will be able to assess the winners of major events and flashpoints in the first part of the Cold War.

### III. Materials for Learning Activities

For students:

- Map Exercise: Superpowers of the Cold War (see attached)
- “Sinews of Peace” analysis exercise (see attached)
- Primaries Packet: Cold War primary sources (pp. 1 through 7)
- Textbook: Cole, J; Symes, C; Coffin, J; & Stacey, R. (2012). *Western Civilizations, Brief 3<sup>rd</sup> Edition*. New York: Norton and Company. pp. 649 to 661<sup>1</sup>

For teacher:

- Slide Deck: Cold War, 1945-1953
- videos (described below under “Literacy Modeling”)
- Computer, overhead projector, remote control

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There must be a better textbook than this one, but of the two I have at my disposal this is the better. It's not on the list of approved textbooks for Virginia; nor is the other text I have. I expect I would adapt this unit plan to whatever textbook my school or school system selects for this class. See Reflection for more discussion.

#### IV. Procedures for Learning Activities

- Introduction:

Map Exercise (10 minutes): Students will begin with the Map Exercise: Superpowers of the Cold War. This involves studying a world map with the USA and USSR identified. The students will predict which countries will be ‘hot spots’ in the Cold War. They will then identify and color code Warsaw Pact and NATO nations.

- Instructional strategies:

Lecture (5 minutes): The teacher will introduce an overview of the origins of the Cold War, using slide deck: “Cold War, 1945 to 1953”.<sup>2</sup>

Literacy Modeling (35 minutes):

1. Students will watch a short advertisement (“Pancake Wizard:), and as a class identify the components of the sales pitch: i.e. seller, problem, solution, cost.
2. Instructor will then survey students’ extant knowledge of Winston Churchill (from prior unit on WWII).
3. Students will watch a short excerpt of the “Iron Curtain” speech, and discuss a) where the Iron Curtain is; b) what the Iron Curtain refers to; and c) why Churchill is talking to the Americans about this. Teacher will ask what countries the following cities are capitals of: Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia. On their map exercise, students will draw a dashed line from Stettin (Szczecin), Poland, to Trieste, Italy, that follows the boundaries of these countries, separating east from west.
4. Instructor will hand out graphic organizer, frame the “Iron Curtain” speech as a sales pitch - with seller, problem, solution, and price. Students will take turns reading excerpts from speech.
5. Instructor will model discussion of seller and problem, and students will complete solution and price in discussion. Students will complete graphic organizers summarizing Churchill’s sales pitch.

Lecture (15 minutes): The teacher will provide an overview of the origins of the Cold War, using the Slide Deck - Cold War Events, 1945 to 1953.

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2 Exemplar slides are attached in the appendix.

Study/Review (15 minutes): Students will work on their “Sinews” graphic organizers and/or their Primaries Packet.

- Closure – outline how you will summarize the lesson.

“Sinews of Peace” review (10 minutes): Students will compare scripts with partners and refine theirs as a result of their discussions. The teacher will ask the students to share their scripts for the “Sinews of Peace” and turn them in as an exit ticket to leave the class.

- Describe extensions or connections to other lessons.

This lesson connects to previous units on 1) the Soviet revolution, 2) World War II, and 3) Imperialism. It connects explicitly to the previous lesson on the End of World War II. It further connects to upcoming lessons on 4) Cold War: Asia, 1945 - 1992 and 5) Middle Cold War, 1954 - 1975.

Lesson extensions include the Primaries Packet: Cold War, which reinforce the lesson content and give additional background and primary source context for that content.

## V. Assessment

- The initial formative assessment will be the Map Exercise.
- The second formative assessment will be the “Sinews of Peace” exercise.
- The third formative assessment will be the Primaries Packet. This is a unit-long primary sources assessment that is graded and scored as a project/writing grade.
- The initial summative assessment is a quiz on the Cold War.
- The terminal summative assessment is the unit test on the Cold War/Decolonization.

## VI. Differentiation

Differentiation for this lesson includes the lesson on ‘Sinews of Peace’, which includes video, text, and discussion; the graphic organizer -- which is itself differentiated into reading, writing, drawing, and (potential) oral components; and the Map Exercise, which includes mapping and predictive reasoning. The lecture presents material orally and visually that is reinforced by the textbook and Primaries Packet. Study/review time allows students to structure their own learning or seek teacher support as needed.

## COLD WAR: ASIA 1945 - 1992

Teacher's Name Miles Townes Grade Level 10 (World History II)

Lesson Title Cold War: Asia, 1945 - 1992 Date tbd

### I. NCSS Themes and State Standards Addressed

- NCSS:           NCSS I.     Culture  
                  NCSS II.    Time, Continuity, and Change  
                  NCSS III.   People, Places, and Environments  
                  NCSS VI.   Power, Authority, and Governance  
                  NCSS IX.   Global Connections
  
- VA:            WHII.12     The student will apply social science skills to understand the conflicts during the second half of the twentieth century by
  - a) explaining the causes of the Cold War, including the competition between the American and Soviet economic and political systems [...]
  - b) describing the major leaders and events of the Cold War, including the location of major conflicts;
  - c) describing conflicts and revolutionary movements in Asia and their major leaders, including Mao Tse-tung (Zedong), Chiang Kai-shek, Deng Xiaoping, and Ho Chi Minh [...]

### II. Objectives

- Students will be able to describe the major Asian independence movements and conflicts, and major leaders of specified movements.
  
- Students will be able to trace U.S. engagement in the region from the First Indochina War, Malayan civil war, the Korean War, the Indonesian purges, and through Vietnam.
  
- Students will be able to assess U.S. foreign policy in this period/region.

### III. Materials for Learning Activities

For students:

- Map Exercise/Table: Cold War in Asia (see attached)
- Primaries Packet: Cold War primary sources (pp. 1 through 7)
- Textbook: Cole, J; Symes, C; Coffin, J; & Stacey, R. (2012). *Western Civilizations, Brief 3<sup>rd</sup> Edition*. New York: Norton and Company. pp. 661, "The Chinese Revolution", "The Korean War", p. 666-667 ("The First Vietnam War, 1946 - 1954"), 681 ("The Anti-War Movement")

For teacher:

- Slide Deck: Cold War: Asia, 1945-1992
- videos (described below)

-Computer, overhead projector, remote control

#### IV. Procedures for Learning Activities

- Introduction:

Map exercise: Cold War in Asia (10 minutes): Students will identify specific countries and label them according to their ideological alliance.

- Instructional strategies:

Lecture (20 minutes): The teacher will present an overview of the events of the Cold War in Asia, using the Slide Deck - Cold War: Asia, 1945 to 1992.

Video (10 minutes): “Domino Theory”, from *America’s Secret War* (PBS: October 2017) <https://www.pbs.org/video/domino-theory/> . After video, teacher and students will discuss the validity of the Domino Theory, and whether it actually happened.

Research assignment (20 minutes): The teacher will introduce the research assignment, and give students time to do initial research and select a topic.

Reading/Research (20 minutes): students will finish their Map Exercise/Tables, work on their Primaries Packet, or continue work on their research topic.

- Closure – outline how you will summarize the lesson.

Table review (10 minutes): The teacher will go over the table and students will turn in assessment as an exit ticket.

- Describe extensions or connections to other lessons.

This lesson connects to previous lessons on 1) the Soviet revolution, 2) World War II, and 3) Imperialism. It further connects to upcoming lessons on 4) Cold War, 1960 - 1980 and 5) Decolonization.

Lesson extensions include the Primaries Packet: Cold War, which reinforce the lesson content and give additional background and primary source context for that content.

#### V. Assessment

- The initial formative assessment will be the Map Exercise/Table.
- The second formative assessment will be the Primaries Packet. This is a unit-long primary sources assessment that is graded and scored as a project/writing grade.
- The initial summative assessment is a quiz on the Cold War.

- The terminal summative assessment is the unit test on the Cold War/Decolonization.

## VI. Differentiation

Differentiation for this lesson includes the Map Exercise/Chart, which uses graphic and written material; and the video, which is audio-visual information and discussion. The lecture presents material orally and visually that is reinforced by the textbook and Primaries Packet. The research project allows students to research using any material they find informative and reliable, and students have a choice of poster or oral presentation. Research time allows students to structure their own learning or seek teacher support as needed.

## MIDDLE COLD WAR: 1954 - 1975

Teacher's Name Miles Townes Grade Level 10 (World History II)  
Lesson Title Middle Cold War, 1954 - 1975 Date tbd

### I. NCSS Themes and State Standards Addressed

- NCSS:           NCSS I.       Culture  
                  NCSS II.     Time, Continuity, and Change  
                  NCSS III.    People, Places, and Environments  
                  NCSS VI.    Power, Authority, and Governance  
                  NCSS IX.    Global Connections
  
- VA: WHII.12 The student will apply social science skills to understand the conflicts during the second half of the twentieth century by: [...]  
b) describing the major leaders and events of the Cold War, including the location of major conflicts;

### II. Objectives

- Students will be able to identify major Cold War leaders of this period, including Khrushchev, Castro, Kennedy, Brezhnev, and Johnson.
- Students will be able to describe major Cold War conflicts: the Space Race, Cuban revolution & Bay of Pigs, the 1960 U-2 incident, the Berlin Wall, the Cuban Missile Crisis, the Czechoslovakian revolution.
- Students will be able to critique U.S. and Soviet foreign policy in this period.

### III. Materials for Learning Activities

For students:

- Primaries Packet: Cold War
- Textbook: Cole, J; et al. (2012). *Western Civilizations*. pp. 680 to 686
- Genius: Kitchen Debate (see attached)

For teacher:

- Slide Deck: Cold War Events, 1954 - 1975
- Slide Deck: 1968 and after (see <https://www.smithsonianmag.com/history/timeline-seismic-180967503/> for potential content)
- Computer, overhead projector, remote control
- videos (see below "Duck and Cover", "Kitchen Debate")

#### IV. Procedures for Learning Activities

- Introduction (10 mins): Students will watch a portion of "Duck and Cover" (1951) <https://www.youtube.com/watch?v=IKqXu-5jw60>, and practice duck and cover.

- Instructional strategies:

Group Research (10 minutes): Students will navigate to <https://nuclearsecrecy.com/nukemap/> to determine how an atomic detonation on the Pentagon would affect their school/house for the following yields:

- "Little Boy" -W-88 -Topol (SS-25) -R-12 (SS-4).

Class will discuss how it might have felt to live under the threat of nuclear war.

Lecture pt. 1 (20 minutes): Slide Deck: Cold War Events, 1954-1975.

Video (10 minutes): Kitchen debate: <https://www.youtube.com/watch?v=-CvQOuNecy4> . Teacher will discuss with an emphasis on the lessening of Cold War tensions evident in the interaction. Stalin would never do this!

Genius: Kitchen Debate<sup>3</sup> (10 minutes): Students will annotate lyrics to the Kitchen Debate as a rap battle, using information they have learned about the Cold War.

Lecture pt. 2 (20 minutes): Slide Deck: 1968 and after

- Closure (10 minutes) – outline how you will summarize the lesson.

Review Genius to ensure completeness, and then collect.

- Describe extensions or connections to other lessons.

This lesson connects to the previous lesson on 1) the Early Cold War, 2) Cold War: Asia, and to previous units on 3) the Soviet revolution, 4) World War II, and 5) Imperialism, and to the future unit on 6) Decolonization. It further connects to upcoming lessons on 7) Cold War, 1976-1992.

Lesson extensions include the Programmed Reading: the Primaries Packet: Cold War, reinforces the lesson content and gives primary source context for that content.

## V. Assessment

- The initial formative assessment will be the Genius: Kitchen Debate.
- The second formative assessment will be the Primaries Packet. This is a unit-long assignment that counts as a project/quiz grade.
- The initial summative assessment is a quiz on the Cold War.
- The terminal summative assessment is the unit test on the Cold War/Decolonization.

## VI. Differentiation

Differentiation for this lesson includes the “Duck and Cover” video and kinesthetic learning activity; the Internet research and mapping exercise on nuclear explosions, and subsequent discussion; the Kitchen Debate, which involves video, discussion, and the Genius exercise (a sort of adjunct display in a familiar format); the lecture on 1968 will include audio-visual elements. The lecture presents material orally and visually that is reinforced by the textbook and Primaries Packet.

## END OF THE COLD WAR: 1976 - 1991

Teacher's Name Miles Townes Grade Level 10 (World History II)  
Lesson Title Cold War, 1976 - 1990 Date tbd

### I. NCSS Themes and State Standards Addressed

- NCSS:        NCSS II.    Time, Continuity, and Change  
                  NCSS III.    People, Places, and Environments  
                  NCSS VI.    Power, Authority, and Governance  
                  NCSS IX.    Global Connections
  
- VA:    WHII.12      The student will apply social science skills to understand the conflicts during the second half of the twentieth century by:
  - a) explaining [...] the causes of the collapse of communism in the Soviet Union and Eastern Europe
  - b) describing the major leaders and events of the Cold War, including the location of major conflicts; [...]
  - c) examining the political and economic shifts that led to the end of the Cold War, with emphasis on Margaret Thatcher, Mikhail Gorbachev, and Ronald Reagan.

### II. Objectives

- Students will be able to identify major Cold War leaders of this period, including Brezhnev, Thatcher, Gorbachev, and Reagan.
- Students will be able to describe major Cold War conflicts: the war in Afghanistan, the Iraq-Iran War, and 'Star Wars'.
- Students will be able to identify major arms treaties of this era, including START, SALT, and INF.
- Students will be able to describe the economic and political changes that lead to the end of the Cold War, including 'glasnost' and 'perestroika'.
- Students will be able to critique U.S. and Soviet foreign policy in this period.

### III. Materials for Learning Activities

For students:

- Primaries Packet: Cold War
- Textbook: Cole, J; et al. (2012). *Western Civilizations*. pp. 686 to 689
- Quiz (see attached)

For teacher:

- Slide Deck: Cold War Events, 1976 - 1992
- videos (described below)
- Computer, overhead projector, remote control

#### IV. Procedures for Learning Activities

- Introduction (10 mins):

Quiz: Students will take a short quiz.

- Instructional strategies:

Research project (30 minutes): The teacher will give students time to conduct research in class or in library, as available.

Lecture (20 minutes): Slide Deck: Cold War Events, 1976 - 1990

Afghanistan video and discussion (10 minutes): students will view a clip of a documentary about the mujihadeen in Afghanistan, and discuss whether U.S. policy towards Afghanistan was effective in the long run.

Review (15 minutes) : teacher will hand back quizzes and go over the answers to the quiz, and lead review for the exam.

- Closure – outline how you will summarize the lesson.

Video (5 minutes): Mikhail Gorbachev, ‘The Cold War Is Behind Us’  
<https://www.c-span.org/video/?12547-1/address-president-gorbachev&start=745>

- Describe extensions or connections to other lessons.

This lesson connects to the previous lesson on 1) the Early Cold War, 2) Cold War: Asia, and 3) Middle Cold War, and to previous units on 4) the Soviet revolution, 5) World War II, and 6) Imperialism, and to the future unit on 7) Decolonization.

Lesson extensions include the Programmed Reading: the Primaries Packet: Cold War, reinforces the lesson content and gives primary source context for that content, and the research project, which expands the scope of inquiry for the lesson.

#### V. Assessment

- Students will turn in the formative assessment, Primaries Packet, which counts as a project/quiz grade.
- The initial summative assessment is a quiz on the Cold War.
- The terminal summative assessment is the unit test on the Cold War.

## VI. Differentiation

Differentiation in this lesson includes videos and discussion on Afghanistan and the end of the Cold War; research time for student-directed learning or teacher support as needed. The lecture presents material orally and visually that is reinforced by the textbook and Primaries Packet.

## TEST/PROJECT DAY: COLD WAR

Teacher's Name Miles Townes Grade Level 10 (World History II)

Lesson Title Test/Project Day: Cold War Date tbd

### I. NCSS Themes and State Standards Addressed

- NCSS:           NCSS II.    Time, Continuity, and Change  
                  NCSS III.  People, Places, and Environments  
                  NCSS VI.  Power, Authority, and Governance  
                  NCSS IX.  Global Connections
- VA.WHIII.12  The student will apply social science skills to understand the conflicts during the second half of the twentieth century by
  - a)    explaining the causes of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;
  - b)    describing the major leaders and events of the Cold War, including the location of major conflicts;
  - c)    describing conflicts and revolutionary movements in Asia and their major leaders, including Mao Tse-tung (Zedong), Chiang Kai-shek, Deng Xiaoping, and Ho Chi Minh; and
- d)    examining the political and economic shifts that led to the end of the Cold War, with emphasis on Margaret Thatcher, Mikhail Gorbachev, and Ronald Reagan.

### II. Objectives

- Students will be able to satisfy the standard requirements for knowledge of the Cold War.
- Students will be able to apply their knowledge of the Cold War.
- Students will be able to assess American and Soviet participation in a Cold War conflict.

### III. Materials for Learning Activities

For students:

- Research project materials (handed out Day 2)
- Primaries packet (handed out Day 1)

For teacher:

- Exam (see attached)
- Exam key (see attached)

### IV. Procedures for Learning Activities

- Introduction:

Primaries Packet collection (5 minutes): teacher will take up Primaries Packets and answer last-minute questions.

- Instructional strategies:

Exam (45 minutes): students will take a written exam covering the Cold War Unit.

Research Projects (35 minutes): students will present their research projects (as posters or talks).

- Closure – outline how you will summarize the lesson.

Preview (5 minutes): teacher will preview Decolonization unit, and ask students to forecast intersections with the Cold War content.

- Describe extensions or connections to other lessons.

This lesson connects to the previous lessons on 1) the Early Cold War, 2) Cold War: Asia, and 3) Middle Cold War, and 4) End of the Cold War, and to previous units on 4) the Soviet revolution, 5) World War II, and 6) Imperialism, and to the future unit on 7) Decolonization.

Lesson extensions include the research project, which gives students an opportunity to teach and learn about the Cold War, to and from their peers.

## V. Assessment

- The initial formative assessment

## VI. Differentiation

Differentiation for this lesson includes the exam and the project; the exam includes several graphic/map questions, as well as multiple choice and short answer/essay questions. The project allows students to present orally or by poster; students will have the opportunity to teach and learn from peers about specific aspects of the Cold War, reinforcing unit content and previewing the following unit (decolonization).

## Assessment Plan

The following assessments are planned, according to the table; they are identified by title, the day in the lesson sequence on which they are assigned (i.e. the assessment is handed to the students), whether they are formative or summative, the day in the lesson sequence on which they are due, the grading scale (L = Letter, 100 = numerical), and their weight (out of ten). NG denotes informal assessments that are not graded.

Assessment	Day assign.	Form/ Summ	Due day	Scale	Grade weight
Map Exercise: Cold War in Europe	1	F	1	L	2
Sinews of Peace: graphic organizer	1	F	1	L	2
Primaries Packet: Cold War	1	F	5	100	5
Map Exercise/Chart: Cold War in Asia	2	F	2	100	2
Research project: Cold War	2	S	5	100	5
Genius - Kitchen Debate	3	F	3	L	2
Quiz: Cold War	4	S	4	100	5
Check-in/Discussion	all	F	all	NG	NG
Class review	4	S	4	NG	NG
Spot checks on group work	2,4	F	2,4	NG	NG
Unit Exam: Cold War	5	S	5	100	10

The assessment plan is constructed so that each day has at least one formal assessment built in, although some have more. The assignments are constructed so that they become increasingly difficult as each section of the unit progresses: the Map Exercise is fairly easy, the Primaries packet more difficult, on up to the unit test and the research project. Differentiation of assignments allows students a variety of ways to demonstrate their knowledge, whether by research, by mapping, or by traditional assessment. For example, the Sinews of Peace graphic organizer allows them to dissect that speech and turn it into a short advertisement. The Genius assessment allows the students to translate R3 lyrics back into more scholarly text.

Because this is an honors class, students are expected to not only demonstrate their learning of course content, but also go farther. While the unit test explicitly covers the scope of knowledge reflected in the standards for the unit, students are also asked to relate their knowledge of the Cold War to a specific conflict in the research project. Students completing the research project have their choice of presentation modes, whether by talk or poster.

The Primaries Packet asks students to answer questions about the Cold War based on primary source documents. These documents were chosen to extend students' knowledge of the Cold War beyond the standard curriculum. For example, while the standards

Grading for the formative assessments will largely depend on completion of the assignment; mistakes or errors will be noted, but will not cost points. For this reason, these assignments are weighted relatively low. Grading for the quiz and the test will be based on the quality of the answers provided.

The exam is divided into two sections: multiple choice and Identify-Relate-Analyze (IRA). The multiple choice portion replicates questions from prior SOL tests to ensure students are comfortable with the format and depth of knowledge required for that exam. Because SOL scores are structured so that 66% is a 'pass' and 80% is 'advanced', the multiple choice section of the exam is scored comparably: students can only pass *the entire exam* if they score 66% or better on the multiple choice section. Students can only receive an A or a B *for the entire exam* if they score 80% or better on the multiple choice section. So, for example, a student who receives 79% on the multiple choice section but does extremely well on the short response and essay questions can only receive a C+ maximum. (They may, however, revise the multiple choice section for additional points, which could potentially bump their grade up to an A.) A student who scores 100% on the multiple choice but then performs poorly on the IRA might receive a C nonetheless -- the SOL threshold is permissive, but not protective. The goal of this system is to reflect the stakes of the SOL system. It may well be imperfect, but it is what it is. However, the questions are so easy that it is highly unlikely a student would do poorly on the multiple choice section but do well on the IRA. (In that case, the disparity might indicate the student requires some sort of intervention with respect to test taking.)

The IRA section is three sections, intended to elicit progressively difficult synthesis of unit content. The Identify questions simply ask students to identify specific people, events, or concepts from the Cold War. The Relate section asks students to describe the relationship between two people, events, or concepts. The Analyze section reproduces a document from the primaries packet and asks students to analyze that document in light of the knowledge they have learned in the class (potentially including their research project). The key for the unit test describes the elements each question in the IRAs looks for.

A rubric has been created for the research project on the Cold War: students will present their work to the class after the test on Day 5. I expect most students will wish to produce posters or similar.

## Reflective Summary:

The principle challenge that I had was the lack of an underlying curriculum (like a textbook) to help organize my lesson planning. I did not have available any texts, apart from the Western Civilizations textbook and the dissatisfying textbook used in my mentor teacher's class. I recognize that social studies education is making a turn towards primary sources, a change I wholeheartedly support, but the fact remains that the underlying intellectual structure of a given unit will be knit together by something other than primary sources. I estimate this took me four times as long as it should have, and the only reason I was able to finish it was my inclusion of the Western Civ textbook.

A second, closely related challenge was that this unit originally covered the decolonization period as well. This was an attempt to follow the pacing of my mentor teacher in his class. I was too slow to realize a) that his coverage of the Cold War was not adequate and b) that covering both the Cold War and decolonization adequately would require me to do more extensive work in identifying primary sources and creating appropriate assessments than I had time. Very late in the process I realized I had to abandon decolonization and focus on the Cold War. This meant discarding almost half my work to date, but it greatly reduced the remaining work I had to do. I still believe decolonization should be more tightly integrated into teaching about the Cold War, but it simply was not possible for me to do so here.

A more positive challenge was that I got lost in the primary sources. There are some excellent resources for Cold War documents and I truly enjoyed browsing through them. I learned things I had not understood about the era. If I had enjoyed it less, I might have moved faster and been more systematic. But I am very happy with the documents I have chosen, in that I believe they give students deep insight into the causes and course of the Cold War. I believe that is a success.

A final challenge was wrestling all the content into a single document. My word processor did not like the number and size of images used herein. This assignment would have been much easier to complete had I been able to turn in a print copy. There is no reason I would keep all of this in a single document in real life.

My main success was in developing a comprehensive and well-integrated unit plan. In fact, I am frustrated that this is a paper exercise. My own sense is that the plan does not mean much until it meets live students: "Everyone has a plan until they get punched in the mouth."<sup>4</sup> I think I could teach this very successfully, and that my students would enjoy it and learn a great deal. I am especially proud of the Sinews of Peace lesson and the Genius - Kitchen Debate assessment. I probably spent twice as long as I should have refining the latter.

Along similar lines, I believe my unit exam effectively balances the demands of the SOL with my own interest in challenging students to higher-order thinking, but I would have to teach it and test it to know for sure. The increasing abstraction of the IRA progression is something I have thought about for some time, but never implemented in an (hypothetical) exam.

One outstanding issue from this process is that while I understand the importance and the principles of differentiation, I am still not confident in my ability to describe or justify my differentiation in lesson and unit plans. In fact, I am writing this Reflection before writing my differentiation statements, because I want it to be the last thing I do.

Appendix A. Map Exercise: Cold War in Europe

# SUPERPOWERS OF THE COLD WAR

First: study the map and predict which countries might be "hot spots" in the Cold War (maybe you know a few already). Put a ★ in those countries. We will check your predictions throughout the unit.



Complete this map (with colors for Warsaw Pact and NATO members) and label the countries by name.  
Draw East/West Berlin. Draw a dot for Szczecin, Poland, and another dot for Trieste, Italy.



## Appendix B. Graphic Organizer: Sinews of Peace

© 2019 M. Townes

Winston Churchill - "The Sinews of Peace" - 1946

[...] To give security to these countless homes, they must be shielded from the two giant marauders, war and tyranny. We all know the frightful disturbances in which the ordinary family is plunged when the curse of war swoops down upon the bread-winner and those for whom he works and contrives. The awful ruin of Europe, with all its vanished glories, and of large parts of Asia glares us in the eyes. [...]

A world organisation has already been erected for the prime purpose of preventing war, UNO, the successor of the League of Nations, with the decisive addition of the United States and all that that means, is already at work. We must make sure that its work is fruitful, that it is a reality and not a sham, that it is a force for action, and not merely a frothing of words [...]

The United Nations Organisation must immediately begin to be equipped with an international armed force. In such a matter we can only go step by step, but we must begin now. [...]

It would nevertheless be wrong and imprudent to entrust the secret knowledge or experience of the atomic bomb, which the United States, Great Britain, and Canada now share, to the world organisation, while it is still in its infancy. It would be criminal madness to cast it adrift in this still agitated and un-united world. [...]

The United States has already a Permanent Defence Agreement with the Dominion of Canada, which is so devotedly attached to the British Commonwealth and Empire. This Agreement is more effective than many of those which have often been made under formal alliances. This principle should be extended to all British Commonwealths with full reciprocity. [...]

Would a special relationship between the United States and the British Commonwealth be inconsistent with our over-riding loyalties to the World Organisation? I reply that, on the contrary, it is probably the only means by which that organisation will achieve its full stature and strength. [...]

A shadow has fallen upon the scenes so lately lighted by the Allied victory. Nobody knows what Soviet Russia and its Communist international organisation intends to do in the immediate future, or what are the limits, if any, to their expansive and proselytising tendencies. [...]

From Stettin in the Baltic to Trieste in 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 what I must call the Soviet sphere, and all are subject in one form or another, not only to Soviet influence but to a very high and, in many cases, increasing measure of control from Moscow.

[...] There never was a war in all history easier to prevent by timely action than the one which has just desolated such great areas of the globe. [...] We surely must not let that happen again.

## "Sinews of Peace" Ad Storyboard

	Script	Sketch	Evidence
<b>SELLER</b>	<p>"Hi, my name is Winston Churchill - you may know me from World War 2..."</p>		
<b>PROBLEM</b>	<p>"Are you worried about _____ _____ _____?"</p>		<p>"the two giant marauders, war and tyranny"</p> <p>"the curse of war"</p> <p>"There never was a war in all history easier to prevent by timely action than the one which has just desolated such great areas of the globe. "</p>
<b>SOLUTION</b>	<p>"Introducing new _____ _____ _____?"</p>		
<b>PRICEC</b>	<p>"For the low, low price of just... _____ _____!"</p>		

## **PRIMARIES PACKET**

Use the primary sources to answer the following questions.  
You may need to draw on knowledge from other readings or lectures.  
Type the answers to the questions in complete sentences using  
12 pt. double-spaced Times New Roman.  
Hints as to which documents to use are in (parentheses).  
One of these documents will be on your unit exam.  
**Cite your sources.**

1. By the end of World War II, everyone seemed eager -- and even optimistic -- for the prospects of peace. How did those prospects change? Why? (Docs 1, 2, 3, 4)
2. What was American policy towards the spread of Communism at the beginning of the Cold War? Did the Americans maintain that policy? Did it work? (Docs 3 and 4).
3. Prior to the Korean War, did the Communists think the Americans were likely to use military force? Was their guess correct? (Docs 4, 5, and 6)
4. Why did Khrushchev see Stalin as a fake Communist? (Doc 8)
5. Why did America not launch a satellite into space before the Soviet Union? (Doc. 9)
6. What did American intelligence see as the likely outcome of an attack on Cuba during the missile crisis? What were the potential consequences of that attack? (Doc. 10 and 11)
7. In Czechoslovakia's case, what did it mean to be a Soviet satellite nation? (12)
8. How did Nixon's trip to China change the course of the Cold War? (13)
9. What problems did the Soviet invasion of Afghanistan pose to the Western bloc? (14)
10. How did American views of Gorbachev match up with actual events?(15)

## **1. PREAMBLE TO THE UNITED NATIONS CHARTER, 1945**

WE THE PEOPLES OF THE UNITED NATIONS DETERMINED

- to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and
- to regain faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and
- to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and
- to promote social progress and better standards of life in larger freedom,

AND FOR THESE ENDS

- to practice tolerance and live together in peace with one another as good neighbours, and
- to unite our strength to maintain international peace and security, and
- to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and
- to employ international machinery for the promotion of the economic and social advancement of all peoples...

<https://www.un.org/en/charter-united-nations/>

## 2. Potsdam Memoirs (in which Truman hints to Stalin about the atomic bomb)

from <http://www.dannen.com/decision/potsdam.html> 5/7/19

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.

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

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.

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

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 [...]

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

### 3. Excerpts from George Kennan's "Long Telegram", 1946

(Three) Much depends on health and vigor of our own society. World communism is like malignant parasite which feeds only on diseased tissue. This is point at which domestic and foreign policies meet. Every courageous and incisive measure to solve internal problems of our own society, to improve self confidence, discipline, morale and community spirit of our own people, is a diplomatic victory over Moscow worth a thousand diplomatic notes and joint communiques. If we cannot abandon fatalism and indifference in face of deficiencies of our own society, Moscow will profit---Moscow cannot help profiting by them in its foreign policies.

(Four) We must formulate and put forward for other nations a much more positive and constructive picture of sort of world we would like to see than we have put forward in past. It is not enough to urge people to develop political processes similar to our own. Many foreign peoples, in Europe at least, are tired and frightened by experiences of past, and are less interested in abstract freedom than in security. They are seeking guidance rather than responsibilities. We should be better able than Russians to give them this. And unless we do, Russians certainly will.

(Five) Finally we must have courage and self confidence to cling to our own methods and conceptions of human society. After all, the greatest danger that can befall us in coping with this problem of Soviet Communism, is that we shall allow ourselves to become like those with whom we are coping.

~~SECRET~~  
NJF  
RECLASSIFIED  
E.O. 11652, Sec. 1XJ and 50X or (C)  
Dept. of State letter, Aug. 12, 1978  
By ALT NARS Date 2-11-78

KENNAN

4. Excerpt from Draft of Speech announcing the Truman Doctrine, 1947

- 9 -

At the present moment in world history nearly every nation must choose between alternative ways of life. The choice is too often not a free one.



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.

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, <sup>and radio</sup> 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.

5. Report on U.S. Public Opinion on the Berlin Situation, July 29, 1948. Truman Papers, President's Secretary's Files. Berlin Crisis.

RESTRICTED

Memorandum for the Secretary

Authority E.O. 10501

July 29, 1948

U.S. PUBLIC OPINION ON THE BERLIN SITUATION

The following are the principal elements in public comment which continues to be extremely heavy, particularly in the daily press from all parts of the country.

1. The overwhelming majority of press and radio commentators remain united in support of the official U.S. position--that we shall not be "coerced" out of Berlin.
2. At the same time, there is very strong sentiment to the effect that this Government should explore every possibility of a negotiated solution, providing that such a solution does not violate our principles and our national interests.
3. The position taken by a small number of influential papers indicates that these sources do not believe our position in Berlin is worth risking a war, implying support for evacuation if the alternative is the use of force (e.g., Omaha World-Herald, Detroit News).
4. On balance, however, this attitude is heavily outweighed by the belief that surrender in Berlin would only result in future aggression elsewhere.

[https://www.trumanlibrary.org/whistlestop/study\\_collections/berlin\\_airlift/large/documents/index.php?documentid=3-5&pagenumber=2](https://www.trumanlibrary.org/whistlestop/study_collections/berlin_airlift/large/documents/index.php?documentid=3-5&pagenumber=2)

6.

RECORD OF CONVERSATION BETWEEN COMRADE I.V. STALIN AND CHAIRMAN  
OF THE CENTRAL PEOPLE'S GOVERNMENT OF THE PEOPLE'S REPUBLIC OF  
CHINA MAO ZEDONG on 16 December 1949

After an exchange of greetings and a discussion of general topics, the following conversation took place.

Comrade Mao Zedong: The most important question at the present time is the question of establishing peace. China needs a period of 3-5 years of peace, which would be used to bring the economy back to pre-war levels and to stabilize the country in general. Decisions on the most important questions in China hinge on the prospects for a peaceful future. With this in mind the CC CPC [Central Committee of the Communist Party of China] entrusted me to ascertain from you, comrade, Stalin, in what way and for how long will international peace be preserved.

Comrade Stalin: In China a war for peace, as it were, is taking place. The question of peace greatly preoccupies the Soviet Union as well, though we have already had peace for the past four years. With regards to China, there is no immediate threat at the present time: Japan has yet to stand up on its feet and is thus not ready for war; America, though it screams war, is actually afraid of war more than anything; Europe is afraid of war; in essence, there is no one to fight with China, not unless Kim Il Sung decides to invade China?

Peace will depend on our efforts. If we continue to be friendly, peace can last not only 5-10 years, but 20-25 years and perhaps even longer.

<https://digitalarchive.wilsoncenter.org/document/111240>

7.

**83 (1950). Resolution of 27 June 1950**

[S/1511]

*The Security Council,*

*Having determined* that the armed attack upon the Republic of Korea by forces from North Korea constitutes a breach of the peace,

*Having called for* an immediate cessation of hostilities,

*Having called upon* the authorities in North Korea to withdraw forthwith their armed forces to the 38th parallel,

*Having noted* from the report of the United Nations Commission on Korea<sup>11</sup> that the authorities in North Korea have neither ceased hostilities nor withdrawn their armed forces to the 38th parallel, and that urgent military measures are required to restore international peace and security,

*Having noted* the appeal from the Republic of Korea to the United Nations for immediate and effective steps to secure peace and security,

*Recommends* that the Members of the United Nations furnish such assistance to the Republic of Korea as may be necessary to repel the armed attack and to restore international peace and security in the area.

*Adopted at the 474th meeting  
by 7 votes to 1 (Yugoslavia).<sup>12</sup>*

<http://unscr.com/en/resolutions/83>

(Note: the Soviet Union was boycotting the Security Council at this time, and therefore did not vote. Had they participated, they could have vetoed this resolution.)

## **8. Nikita Krushchev, “On the Cult of Personality”, 1956**

We have to consider seriously and analyze correctly [the crimes of the Stalin era] in order that we may preclude any possibility of a repetition in any form whatever of what took place during the life of Stalin, who absolutely did not tolerate collegiality in leadership and in work, and who practiced brutal violence, not only toward everything which opposed him, but also toward that which seemed to his capricious and despotic character, contrary to his concepts.

Stalin acted not through persuasion, explanation, and patient cooperation with people, but by imposing his concepts and demanding absolute submission to his opinion. Whoever opposed this concept or tried to prove his viewpoint, and the correctness of his position, was doomed to removal from the leading collective and to subsequent moral and physical annihilation. This was especially true during the period following the XVIIth Party Congress [1934], when many prominent Party leaders and rank-and-file Party workers, honest and dedicated to the cause of Communism, fell victim to Stalin's despotism. . . .

Stalin originated the concept enemy of the people. This term automatically rendered it unnecessary that the ideological errors of a man or men engaged in a controversy be proven; this term made possible the usage of the most cruel repression, violating all norms of revolutionary legality, against anyone who in any way disagreed with Stalin, against those who were only suspected of hostile intent, against those who had bad reputations. This concept, enemy of the people, actually eliminated the possibility of any kind of ideological fight or the making of one's views known on this or that issue, even those of a practical character. In the main, and in actuality, the only proof of guilt used, against all norms of current legal science, was the "confession" of the accused himself; and, as subsequent probing proved, confessions were acquired through physical pressures against the accused.

[http://www.historyguide.org/europe/khrush\\_speech.html](http://www.historyguide.org/europe/khrush_speech.html)

October 9, 1957

MEMORANDUM OF CONFERENCE WITH THE PRESIDENT  
October 8, 1957, 8:30 AM

## Others present:

Secretary Quarles  
Dr. Waterman  
Mr. Hagen  
Mr. Holaday  
Governor Adams  
General Persons  
Mr. Hagerty  
Governor Pyle  
Mr. Harlow  
General Cutler  
General Goodpaster



Secretary Quarles began by reviewing a memorandum prepared in Defense for the President on the subject of the earth satellite (dated October 7, 1957). He left a copy with the President. He reported that the Soviet launching on October 4th had apparently been highly successful.

The President asked Secretary Quarles about the report that had come to his attention to the effect that Redstone could have been used and could have placed a satellite in orbit many months ago. Secretary Quarles said there was no doubt that the Redstone, had it been used, could have orbited a satellite a year or more ago. The Science Advisory Committee had felt, however, that it was better to have the earth satellite proceed separately from military development. One reason was to stress the peaceful character of the effort, and a second was to avoid the inclusion of materiel, to which foreign scientists might be given access, which is used in our own military rockets. He said that the Army feels it could erect a satellite four months from now if given the order -- this would still be one month prior to the estimated date for the Vanguard. The President said that when this information reaches the Congress, they are bound to ask why this action was not taken. He recalled,

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E.O. 11652, Sec. 11

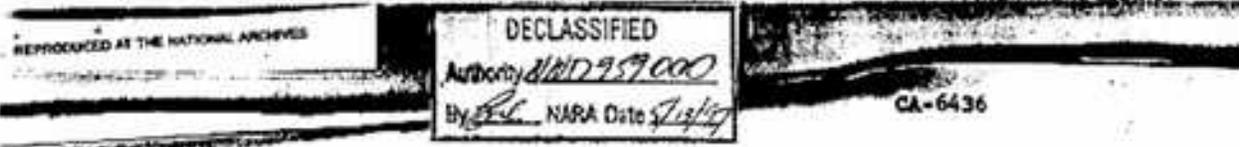
10. Central Intelligence Agency: Major Consequences of Certain US Courses of Action on Cuba, 20 October 1962 (excerpts)

[https://nsarchive2.gwu.edu/nsa/cuba\\_mis\\_cri/19621020cia.pdf](https://nsarchive2.gwu.edu/nsa/cuba_mis_cri/19621020cia.pdf)

19. In reaction to any of the various forms of US action, the Soviets would be surprised and probably alarmed, since they appear to have estimated that the US would probably not take military action in the face of Soviet warnings of the danger of nuclear war. They would recognize that US military action posed a major challenge to the prestige of the USSR. We must of course recognize the possibility that the Soviets, under pressure to respond, would again miscalculate and respond in a way which, through a series of actions and reactions, could escalate to general war.

20. On the other hand, the Soviets have no public treaty with Cuba and have not acknowledged that Soviet bases are on the island. This situation provides them with a pretext for treating US military action against Cuba as an affair which does not directly involve them, and thereby avoiding the risks of a strong response. We do not believe that the USSR would attack the US, either from Soviet bases or with its missiles in Cuba, even if the latter were operational and not put out of action before they could be readied for firing.

## 11. Secretary of Defense Robert McNamara's Remarks to a NATO Ministerial Meeting, Dec. 15-17, 1964, Paris



TOP SECRET

-3-

Mr. McNAMARA (Contd)

Because of nuclear weapons the problems of our Alliance are fundamentally different from those faced by any previous alliance. They require more systematic thought, more co-operative work, more economy of effort than nations in the past have been investing in their peacetime planning. I think if we had to face these questions raised by nuclear weapons suddenly, without a great deal of prior preparation, without a history of major accomplishments, we might be in doubt about our prospects.

But the facts are that we have done a great deal of work and that we have achieved much to date and therefore it is against this background of accomplishments that I would like to accept the Chairman's invitation and the invitation of the Defence Planning Committee, as outlined in their progress report, and to comment on seven of the major issues presented in that progress report.

Paragraph 23 of the report lists those major issues and paragraph 1 of Annex No. III enumerates the questions raised in connection with the tentative force goals. We're asked in the first main issue to give our views on the implications of nuclear war in Europe, whether that war be a massive attack or an attack directed towards selective destruction.

Now this is obviously an unpleasant question but a most important one. The answers will vary with the assumptions which we make. Let's first assume a large Soviet surprise attack made with missiles and bombers and directed against military targets, including airfields, military command centres and major ports. And let's assume that all the weapons are air burst in contrast to ground burst.

In one case that we have studied involving such an attack there would result more than 60 million deaths in Western Europe alone. The principal sufferers would be the United Kingdom with 16 million fatalities, the Federal Republic with 12 million and France with 10 million. Should the Soviets ground burst their nuclear weapons, instead of air bursting them, but still direct and target those weapons to avoid cities, the deaths in Western Europe, we estimate, would approximate 200 million, largely from radioactive fallout.

Or take a different case, suppose a large, well executed NATO nuclear first strike in response to a Soviet conventional attack. The Soviet nuclear response to such a NATO nuclear strike would kill over 70 million people in Western Europe and I think it's important to recognise that this result could not be prevented or materially changed no matter what strategic force NATO had.

## 12. COMRADE L. I. BREZHNEV'S CONVERSATION WITH COMRADE A. S. DUBČEK, 13 August 1968

BREZHNEV. Aleksandr Stepanovich, I felt the need to speak with you today. I called you early in the morning and then later in the day, but you were away the whole time in Karlovy Vary, and then you called me back, but at that point I had gone to have a talk with the comrades. Now that I've returned, they told me that you have a Presidium meeting going on, and so I hope I'm not greatly disturbing you by having this conversation.

DUBČEK. No, not at all, the comrades already told me that you wanted to speak with me. [...]

BREZHNEV. We have little time, and so let me get straight to the point. I'm again turning to you with anxiety about the fact that the mass media in your country not only are incorrectly depicting our conferences in Čierna nad Tisou and Bratislava, but are also stepping up their attacks against the healthy forces and continuing to purvey anti-Sovietism and anti-socialist ideas. What I'm referring to here are not some isolated instances but an organized campaign; and judging by the content of the materials, these press organs have come to serve as a mouthpiece for the right-wing, anti-socialist forces. We in the Politburo exchanged views about this matter and unanimously concluded that there is every basis for regarding the unfolding situation as a violation of the agreement reached in Čierna nad Tisou. I have in mind the agreement you and I reached during our one-on-one discussions, as well as the agreement we thrashed out during the four-on-four meetings and the agreement that emerged between the Politburo of our party and the Presidium of the Central Committee of your party.

DUBČEK. I already told you what sorts of measures we are taking to put an end to the anti-Soviet and anti-socialist manifestations in the mass media. I already told you what sorts of measures we are preparing and in what sequence we will carry them out. But I also told you at the time that it's impossible to do all this in a single day. We need time to take care of it. We're not able to restore order in the operations of the mass media in just two to three days.

BREZHNEV. Sasha, that's true, and we warned you at the time that the rightist forces will not easily give up their positions and that it would of course be impossible to do everything in just two to three days. But a lot more time than two to three days has already passed, and the success of your work in this regard depends on your willingness to take decisive measures to restore order in the mass media. Of course if the CPCz leadership and the CSSR government continue to pursue a policy of non-interference in this matter in the future, these processes will continue unabated. It's simply impossible to halt them through a policy of non-interference. You must resort to concrete measures. This is precisely the point on which we reached concrete agreement in connection with the role of Pelikán, and we said that it was essential to dismiss Pelikán. This would be the first step needed to restore order in the mass media.

### **13. Excerpt from THE JOINT U.S.-CHINA COMMUNIQUE, SHANGHAI, February 27, 1972**

[...]

There are essential differences between China and the United States in their social systems and foreign policies. However, the two sides agreed that countries, regardless of their social systems, should conduct their relations on the principles of respect for the sovereignty and territorial integrity of all states, non-aggression against other states, non-interference in the internal affairs of other states, equality and mutual benefit, and peaceful coexistence. International disputes should be settled on this basis, without resorting to the use or threat of force. The United States and the People's Republic of China are prepared to apply these principles to their mutual relations.

With these principles of international relations in mind the two sides stated that:

\* progress toward the normalization of relations between China and the United States is in the interests of all countries:

\* both wish to reduce the danger of international military conflict;

\* neither should seek hegemony in the Asia-Pacific region and each is opposed to efforts by any other country or group of countries to establish such hegemony; and

\* neither is prepared to negotiate on behalf of any third party or to enter into agreements or understandings with the other directed at other states.

Both sides are of the view that it would be against the interests of the peoples of the world for any major country to collude with another against other countries, or for major countries to divide up the world into spheres of interest.

[...]

[https://photos.state.gov/libraries/ait-taiwan/171414/ait-pages/shanghai\\_e.pdf](https://photos.state.gov/libraries/ait-taiwan/171414/ait-pages/shanghai_e.pdf)

14. MEMORANDUM OF CONVERSATION: President Carter (U.S.) and Margaret Thatcher (U.K), December 28, 1979

MEMORANDUM OF CONVERSATION

SUBJECT: Summary of the President's Telephone Conversation  
Mrs. Margaret Thatcher, Prime Minister of  
Great Britain, December 28, 1979, 11:40 to  
11:50 a.m. (C)

After an exchange of holiday greetings, the President told Mrs. Thatcher that he wanted to speak to her about Afghanistan. He said that we regarded the Soviet intervention in Afghanistan as an extremely grave development, similar in scope and permanent impact to what the Soviets did in Czechoslovakia. In effect, Moscow had changed a buffer nation into a puppet nation under Soviet direction. This would have profound strategic consequences for the stability of the entire region. (C)

The President continued that it was essential that we make this action as politically costly as possible to the Soviet Union. Although we could not force the Soviets out of Afghanistan, they would have a serious problem with the Nonaligned countries and particularly with the Moslem countries. This was true not only of Pakistan, Iran, India and others of a similar nature in the region, but also of the entire Nonaligned Movement. The President said he intended to call on these countries to speak out against the Soviet intervention. (C)

The President then noted that we were going ahead with SALT independently of what happened in Afghanistan, but we would not let our concern about SALT interfere with a strong US condemnation of the Soviet intervention. The President said that he did not think that we could afford to let the Soviets get away with this intervention with impunity. (C)

Noting that we were prepared to carry the Afghanistan issue all the way to the United Nations in the next number of days, the President said because of our own efforts in the UN concerning the hostages, it was probably not advisable for us to take the initiative on Afghanistan in New York. There were others who could do this -- Britain, China or some of the Nonaligned countries. (C)

~~CONFIDENTIAL~~

Review 12/28/2009

SANITIZED

EO.12958, Sec.3.6

15. Robert Gates, (CIA Deputy Dir.), "Gorbachev's Gameplan: The Long View",  
24 November 1987 (excerpt)

Foreign Policy Consequences

The elements of foreign policy that spring from domestic economic weakness are a mix of new initiatives and longstanding policies.

1. Gorbachev wants to establish a new and far-reaching detente in the late 1980s to obtain technology, investment, trade and, above all, to avoid major new military expenditures while the Soviet economy is revived. Gorbachev must slow or stop American military modernization, especially SDI, that threatens not only Soviet strategic gains of the last generation but which also, if continued, will force the USSR to devote huge new resources to the military in a high technology competition for which they are ill-equipped. The Soviets know that detente in the early 1970s contributed significantly to downward pressure on Western defense budgets, nearly halted military modernization, weakened resolve to counter Soviet advances in the Third World, and opened to the USSR new opportunities for Western technology and economic relations. *Vishwan*  
*effect*
2. A less visible but enduring element of foreign policy -- even under Gorbachev -- is the continuing extraordinary scope and sweep of Soviet military modernization and weapons research and development. Despite Soviet rhetoric, we still see no lessening of their weapons production. And, further, Soviet research on new, exotic weapons such as lasers and their own version of SDI continues apace. Virtually all of their principal strategic weapons will be replaced with new, more sophisticated systems by the mid-1990s, and a new bomber is being added to their arsenal for the first time in decades. Their defenses against US weapons are being steadily improved, as are their capabilities for war-fighting -- command,

[https://nsarchive2.gwu.edu//NSAEPP/NSAEPP238/usdocs/Doc%2011%20\(Memo%20from%20Webster%2011.24.87\).pdf](https://nsarchive2.gwu.edu//NSAEPP/NSAEPP238/usdocs/Doc%2011%20(Memo%20from%20Webster%2011.24.87).pdf)

Appendix D. Map Exercise/Chart: Cold War in Asia

# COLD WAR IN ASIA

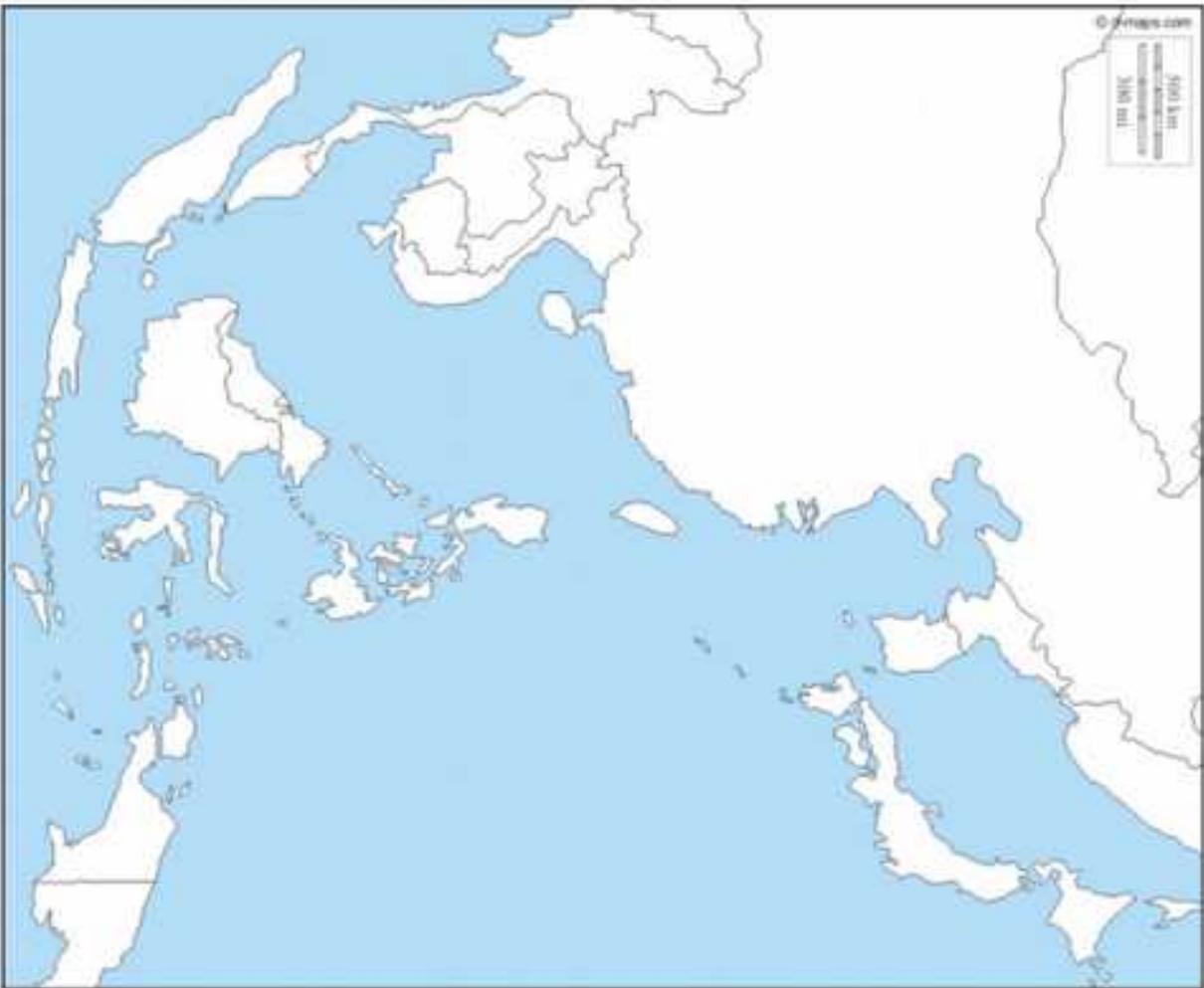
map exercise (circa 1960)

Label each country:

- China
- Taiwan
- Japan
- North Korea
- South Korea
- Russia
- Philippines
- Indonesia
- Malaysia
- Thailand
- Burma/Myanmar
- Laos
- Cambodia
- North Vietnam (draw the boundary)
- South Vietnam (draw the boundary)

Color U.S. allies BLUE

Color Communist countries RED



**COLD WAR in ASIA: fill out the comparison table based on lecture, readings, and/or research.**

	Communist group	Fought against	Success?	Start yr.	End yr.	Leader	Notes
<b>China</b>							
<b>Malaysia</b>							
<b>Philippines</b>							
<b>Indonesia</b>							
<b>N. Korea</b>							
<b>Vietnam</b>							
<b>Laos</b>							
<b>Cambodia</b>							

## Appendix E. Research Project: Cold War

### COLD WAR RESEARCH PROJECT: DUE ON TEST DAY<sup>5</sup>

On the next page is a list of Cold War conflicts in Africa, Latin America, and West Asia.

**Part I:** Choose one and research the conflict, answering the following questions in complete sentences:

1. What countries were involved?
2. How long did the conflict last?
3. How were the superpowers (USA & USSR involved)?
4. What role did the ideologies of democracy, capitalism, and/or communism play?
5. How serious was the conflict? (e.g how many people died, were imprisoned, etc.)
6. How did it end? (How was it resolved?)
7. Does this event affect current events or politics in the country? How?

**CITE YOUR SOURCES.** Use an appropriate citation format.

**Part II:** Do one of the following:

a. **Prepare a two-minute talk about the conflict**, focusing on the important points from the above questions, using a visual aid - a picture, map, graph, or similar - that you select from your research. If you and another person select the same conflict, you will have three minutes total, but **each of you** needs a visual aid.

b. **Create a poster about the conflict**, covering the important points. Your poster can be in an informative style or propaganda style, as long as it provides enough info.

#### Rubric

Does Not Meet	Approaches	Meets	Exceeds	Standard
Does not...	Does...	Does...	Does...	...select an appropriate conflict from the list given.
Does not...	Does not...	Does...	Does..,	...use complete sentences.
Does not...	Does...	Does...	Does...	...identify the countries involved and how long conflict lasted.
Does not...	Does not...	Partially...	Fully...	...explain(s) how the superpowers were involved.
Does not...	Does not...	Partially...	Fully...	...explain(s) the ideologies involved.
Does not...	Does not...	Does...	Does...	...describe the seriousness of the conflict.
Does not...	Does not...	Does...	Does...	...describe how the conflict ends.
Does not...	Does not...	Does not...	Does...	...explain how the event affects current events or politics.
Does not...	Does not...	Partially...	Fully...	...provide(s) citations for research sources.
Does not...	Does not...	Does...	Does...	...present findings of research to the class, either in a talk or poster.

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5 My assumption is that by this point in the academic year the students have done several similar projects in other units, so this will need minimal scaffolding. Of course, for the first iterations of research projects, I will assign them earlier and break down the individual steps more clearly, so that students have plenty of opportunity to complete the assignment satisfactorily. By this point, they should be able to do so with more independence.

## List of Cold War Conflicts in Africa, Latin America, and West Asia

- 1952 - Egyptian Revolution
- 1953 - Iranian coup d'etat
- 1954 - Guatemalan coup d'etat
- 1960 - Congo crisis
- 1960 - Guatemalan civil war
- 1961 - Angolan war of independence
- 1961 - Nicaraguan revolution
- 1961 - Eritrean war of independence
- 1963 - Guinea-Bissau war of independence
- 1964 - Brazilian coup d'etat
- 1964 - Rhodesian bush war
- 1964 - Mozambican war of independence
- 1964 - Colombian conflict
- 1965 - Dominican civil war
- 1966 - South African border war
- 1966 - Namibian war of independence
- 1966 - Nancahuazu Guerilla (Bolivia)
- 1967 - Six Day War (Egypt, Syria, Jordan, Israel)
- 1969 - Libyan coup d'etat
- 1969 - Somali coup d'etat
- 1969 - Black September (Jordan)
- 1973 - Chilean coup d'etat
- 1973 - Yom Kippur war
- 1974 - Ethiopian civil war
- 1975 - Argentine Dirty War
- 1976 - Lebanese civil war
- 1975 - Angolan civil war
- 1976 - Operation Entebbe (Uganda)
- 1977 - Shaba I & II (Zaire - Democratic Republic of the Congo)
- 1977 - Mozambican civil war
- 1977 - Ethio-Somali war (Ethiopia, Somalia)
- 1978 - Korean Air Lines Flight 902 (Soviet Union)
- 1979 - Iranian Revolution
- 1979 - Salvadoran civil war (El Salvador)
- 1980 - Conflict in Peru
- 1980 - Iran-Iraq War
- 1982 - Ethiopian-Somali border war
- 1983 - Korean Air Lines Flight 007 (Soviet Union)
- 1983 - Invasion of Grenada
- 1986 - U.S. bombing of Libya
- 1989 - U.S. invasion of Panama
- 1990 - Persian Gulf War



# GENIUS: "the Kitchen Debate"



**<- Big Niki vs. Tricky Dick->**

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Annotate the underlined lyrics with their factual basis or plain interpretation:

**Khrushchev:**

I'm premier in my prime - bigger than my sensei, Stalin \_\_\_\_\_

Dropping h-bomb rhymes - my flow's atomic ballin' \_\_\_\_\_

I said 'Richie Rich, cram a crib with capital's plenty' - \_\_\_\_\_

But this kitchen looks like it was built by a monkey \_\_\_\_\_

And you're sly lying saying every Yank got the money \_\_\_\_\_

I like it to keep it hundred but we'll get there in twenty \_\_\_\_\_

**Nixon:**

Tricky Dick dropping bricks -- spitting sick in your Red Square \_\_\_\_\_

The Quaker playmaker in Russia -- riding out a red scare \_\_\_\_\_

Advocating perks of the free market system \_\_\_\_\_

Commie jerks step to me -- gonna free market diss 'em!

We got dishwashers, clothes dryers, color TV \_\_\_\_\_

You've got a lotta nada - but at least it's all free \_\_\_\_\_

**Krushchev:**

I am the very model of a modern miner general \_\_\_\_\_

But I can't dig your style - is it animal? vegetable? mineral?

Did you see my show on TV? Called You Lost in Space ! \_\_\_\_\_

Legal eagle flapping flies while Big Niki closes your case \_\_\_\_\_

**Nixon:**

Oh, say can you C-I-Aced you? I'd hate to K-G-Be ya! \_\_\_\_\_

Now beg me to cease fire like you did your boy in Korea \_\_\_\_\_

**Unit Quiz: Cold War**  
**(do not write on this paper)**  
**Part I: Multiple Choice - 1 pt. each**

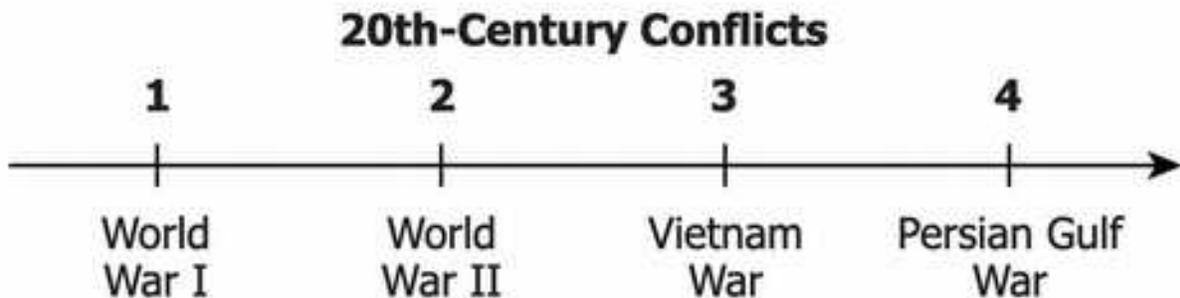
1.

- Development of the atomic bomb
- Mutual distrust and suspicion between the United States and the Soviet Union
- Conflicting political and economic ideologies

**What is the best title for this list?**

- A Causes of Western Imperialism
- B Causes of the Cold War
- C Causes of the Great Depression
- J Causes of World War II

2.



**The United States policy of containment began after which event on this timeline?**

- A 1
- B 2
- C 3
- D 4

3.

How were the United States and the Soviet Union described after World War II?

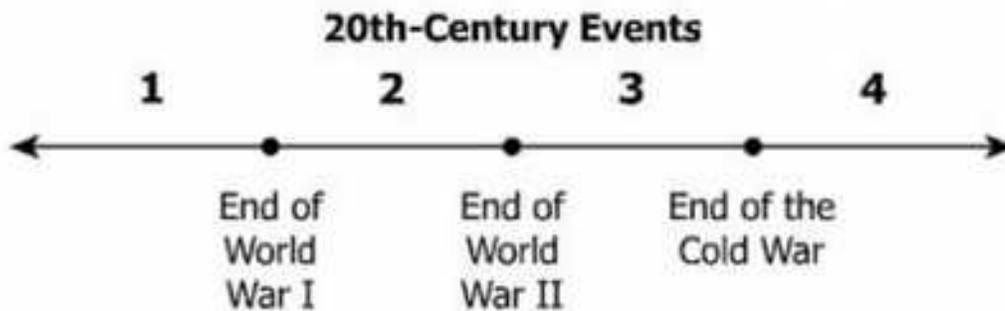
- A Allies
- B Democracies
- C Superpowers
- D Imperialists

4.

Which organization's member states were described as being behind the Iron Curtain after World War II?

- A United Nations
- B Axis Powers
- C European Union
- D Warsaw Pact

5.



The North Atlantic Treaty Organization (NATO) was formed during period --

- A 1
- B 2
- C 3
- D 4

6.

In the 1950s, United States foreign policy decisions were the result of fears that communism would spread from China to --

- A Japan
- B Mongolia
- C India
- D Vietnam

7.

### The Divisions of Europe



**This map represents the political divisions of Europe --**

- A after the Napoleonic Wars
- B because of the Treaty of Versailles
- C during the Cold War
- D after the breakup of the Soviet Union

8.

**The United States threatened to use nuclear weapons during the --**

- A Iraqi invasion of Kuwait
- B Chinese Civil War
- C Soviet invasion of Afghanistan
- D Cuban Missile Crisis

9.

**During the decades *immediately* after World War II, East Germany, Czechoslovakia, and Poland were --**

- A democracies with free market economies
- B dominated by the Soviet Union
- C provinces of Austria-Hungary
- D divided into smaller independent states

## **Identities - 4 pts. each**

Identify the following people, events, organizations, or concepts in one of two complete sentences.

11. Potsdam Conference

12. Chang Kai-Shek

13. Iron Curtain

14. Sputnik

## Unit Quiz Key

22. Potsdam Conference: a) a conference of the Allies at the end of World War II that b) lead to the start of the Cold War.

24. Chang Kai-Shek: a) Chinese nationalist leader who b) lost the civil war.

26. Iron Curtain: a) the line of Soviet control of Eastern Europe b) as described by Winston Churchill in a famous speech. (extra point for "Sinews of Peace").

27. Sputnik: a) Soviet-launched satellite b) started the space race.

1. B
2. B
3. C
4. D
5. C
6. A
7. C
8. D
9. B

## **World History II Honors**

### **Unit Exam**

### **Cold War**

### **DO NOT WRITE ON THIS PAPER**

This test has four sections: first, a multiple choice section drawn from actual SOL tests. Choose the best answer and mark it with a pen or pencil on your answer sheet.

This is an Honors class: in order to get a B or higher on the test, you must score 80% or higher on the multiple choice section (i.e. 21 questions). A passing score on the multiple choice section is 66% (i.e. 17 correct answers).

For the I-R-A section, use your own paper to write the answers.

## Part I: Multiple Choice - 1 pt. each

1.

- Development of the atomic bomb
- Mutual distrust and suspicion between the United States and the Soviet Union
- Conflicting political and economic ideologies

What is the best title for this list?

A

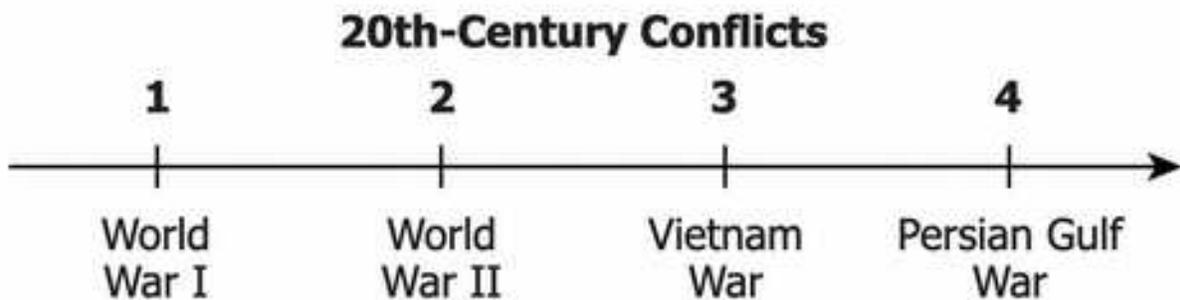
Causes of Western Imperialism

B Causes of the Cold War

C Causes of the Great Depression

J Causes of World War II

2.



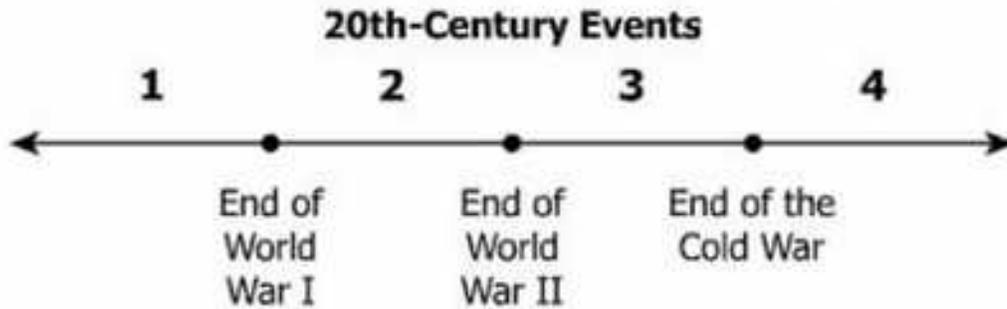
The United States policy of containment began after which event on this timeline?

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- B 2
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- D 4

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- A Allies
- B Democracies
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4.

**Which organization's member states were described as being behind the Iron Curtain after World War II?**

- A United Nations
- B Axis Powers
- C European Union
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**The North Atlantic Treaty Organization (NATO) was formed during period --**

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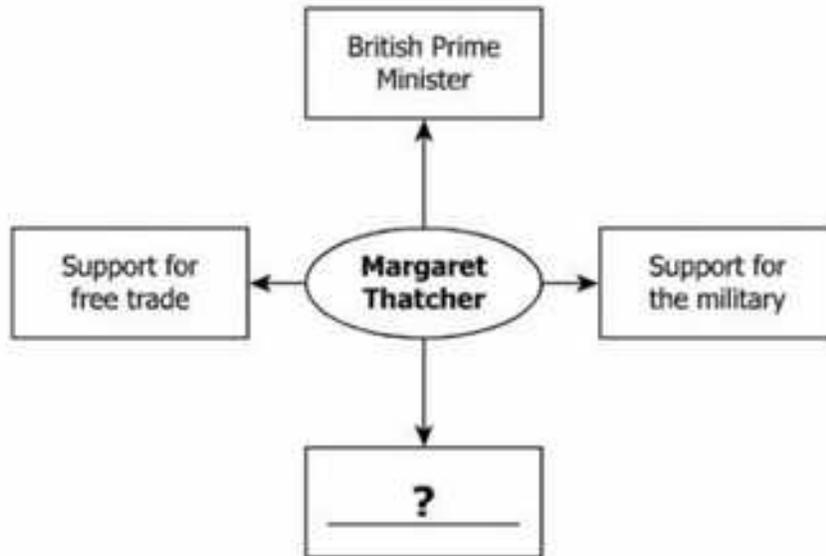
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**In the 1950s, United States foreign policy decisions were the result of fears that communism would spread from China to --**

- A Japan
- B Mongolia
- C India
- D Vietnam

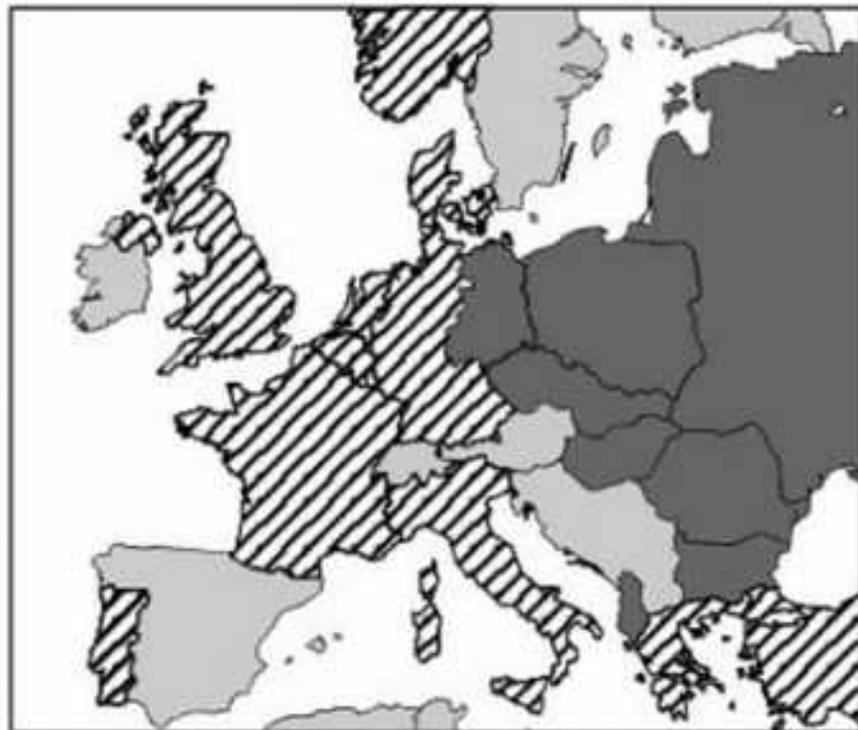
7.

Which phrase best completes this web?



- A Cooperation with the United States
- B Reemergence as an imperial power
- C Opposition to the United Nations
- D Decline as an economic power

### The Divisions of Europe



**This map represents the political divisions of Europe --**

- A after the Napoleonic Wars
- B because of the Treaty of Versailles
- C during the Cold War
- D after the breakup of the Soviet Union



**Which leader was most responsible for this event?**

- A Mao Tse-Tung (Mao Zedong)
- B Deng Xiaoping
- C Ho Chi Minh
- D Sun Yat-sen

10.

### **Purposes**

- To encourage international economic cooperation
- To stabilize exchange rates
- To provide loans to developing nations

**Which association is described by this list?**

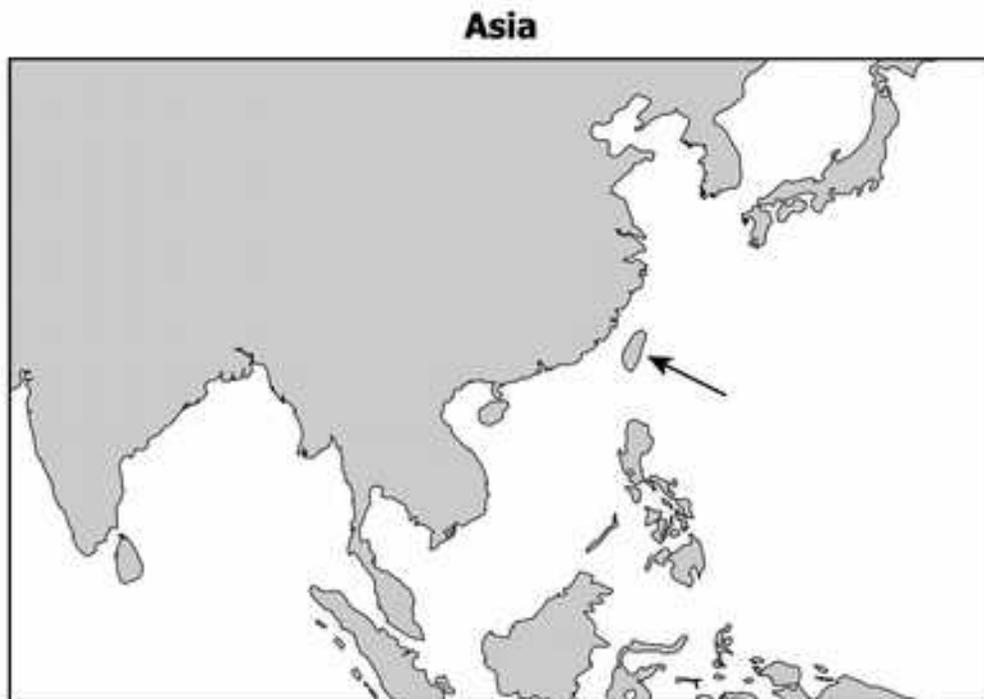
- A International Monetary Fund?
- B North Atlantic Treaty Organization
- C International Court of Justice
- D North American Free Trade Agreement

11.

The United States threatened to use nuclear weapons during the --

- A Iraqi invasion of Kuwait
- B Chinese Civil War
- C Soviet invasion of Afghanistan
- D Cuban Missile Crisis

12.



Which statement best describes the region indicated on this map?

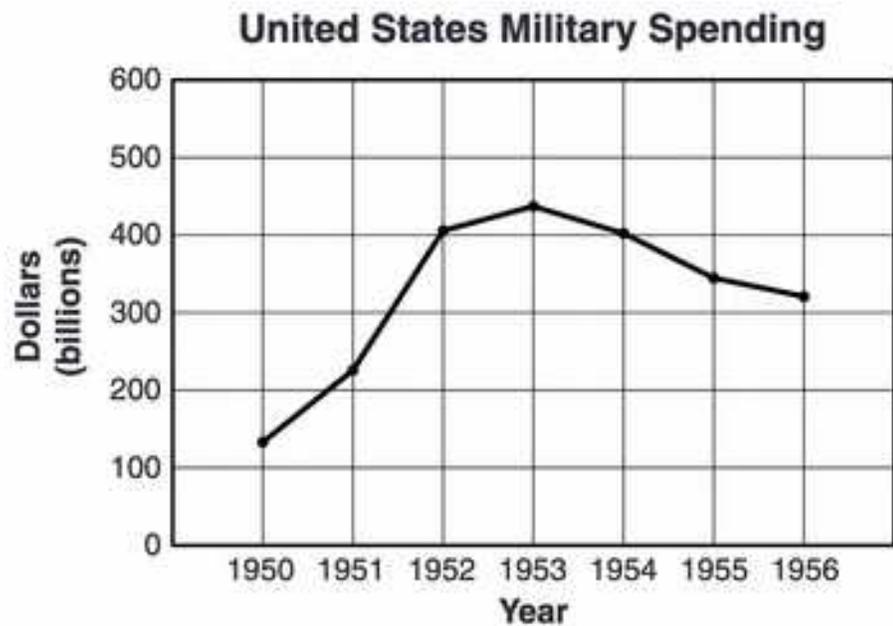
- A It housed a British protectorate that was returned to Chinese control.
- B It was a refuge for nationalists after a civil war in China.
- C It housed a monastery for a powerful sect of Chinese monks.
- D It was acquired from Japan after the Chinese-Japanese Wars.

13.

What did Mikhail Gorbachev and Deng Xiaoping have in common?

- A Military expansion
- B Industrial buildup
- C New economic reform
- D Tight governmental control

14.



Which of the following explains the rise in military spending on the graph?

- A World War I
- B World War II
- C The Korean War
- D The Persian Gulf War

15.

The ideological basis of the Cold War was conflict between communists and --

- A monarchy
- B socialism
- C democracy
- D fascism

16.

**Which leader was *most* closely associated with stopping the spread of communism?**

- A Jomo Kenyatta
- B Mohandas Gandhi
- C Harry Truman
- D Kaiser Wilhelm II

17.

**Which headline resulted from the United States policy containment?**

- A "United States Escalates Military Involvement in Vietnam"
- B "Allied Forces Drive Nazis From Beaches of Normandy"
- C "United States Forces Attack Panama"
- D "Hiroshima Devastated by Atomic Bomb"

18.

**During the decades *immediately* after World War II, East Germany, Czechoslovakia, and Poland were --**

- A democracies with free market economies
- B dominated by the Soviet Union
- C provinces of Austria-Hungary
- D divided into smaller independent states

19.

## Zones of Occupation



The occupied areas in this map became the countries of

- A Bosnia and Serbia
- B Albania and Yugoslavia
- C East Pakistan and West Pakistan
- D East Germany and West Germany

20.

The United States became involved in Vietnam after the defeat of --

- A Great Britain
- B France
- C Germany
- D Russia

## **Identities - 4 pts. each**

Identify the following people, events, organizations, or concepts in one or two complete sentences.

21. Nikita Krushschev
22. Potsdam Conference
23. Containment
24. Chang Kai-Shek
25. Margaret Thatcher
26. Iron Curtain
27. Sputnik
28. Ho Chi Minh
29. Solidarity
30. Great Leap Forward

## **Relations - 6 pts. each**

Explain the following relationships in a few complete sentences. What events or ideas connect the two?

31. Harry Truman and Joseph Stalin
32. Bay of Pigs and Cuban Missile Crisis
33. Mao Zedong (Mao Tse-Tung) and Deng Xiaoping
34. Ronald Reagan and Mikhail Gorbachev
35. Mutually Assured Destruction and 'Star Wars' (Strategic Defense Initiative):

## **Analysis - 10 pts.**

*Answer the questions in complete sentences.*

**33. The below text is excerpted from George Kennan's "Long Telegram", describing elements of his preferred approach to the Soviet Union (that is, "containment"). How did the United States follow this Kennan's advice during the Cold War? What differences were there in U.S. policy towards Europe, Asia, and Latin America? How successful was U.S. policy? Be specific about events you have learned about in the unit.**

[...] (Four) We must formulate and put forward for other nations a much more positive and constructive picture of sort of world we would like to see than we have put forward in past. It is not enough to urge people to develop political processes similar to our own. Many foreign peoples, in Europe at least, are tired and frightened by experiences of past, and are less interested in abstract freedom than in security. They are seeking guidance rather than responsibilities. We should be better able than Russians to give them this. And unless we do, Russians certainly will.

(Five) Finally we must have courage and self-confidence to cling to our own methods and conceptions of human society. After all, the greatest danger that can befall us in coping with this problem of Soviet communism, is that we shall allow ourselves to become like those with whom we are coping.

**World History 2 Honors  
Unit Test: Cold War/Decolonization**

**Answer Key**

**Multiple choice - 1 pt. each (20 pts total;** in order to get a B or higher on the test, students must score 80% or higher on the multiple choice section [i.e. 16 correct answers]. A passing score on the multiple choice section is 66%, [i.e. 13 correct answers].)

1. B
2. B
3. C
4. D
5. C
6. A
7. A
8. C
9. A
10. A
11. D
12. B
13. C
14. C
15. C
16. C
17. A
18. B
19. D
20. B

## **Identities - 4 pts. each (section total = 40 pts)**

Identify the following people, events, organizations, or concepts in a sentence or two.

***Key: each identity should have listed elements for full credit, with some wiggle room for other pertinent facts. Conceptual language can be similar in meaning.***

21. Nikita Krushchev: a) Soviet premiere who b) succeeded Stalin. (extra point for 'Secret Speech')
22. Potsdam Conference: a) a conference of the Allies at the end of World War II that b) lead to the start of the Cold War.
23. Containment: a) U.S. strategy to resist b) the spread of Communism.
24. Chang Kai-Shek: a) Chinese nationalist leader who b) lost the civil war.
25. Margaret Thatcher: a) the first female prime minister of b) Great Britain.
26. Iron Curtain: a) the line of Soviet control of Eastern Europe b) as described by Winston Churchill in a famous speech. (extra point for "Sinews of Peace").
27. Sputnik: a) Soviet-launched satellite b) started the space race.
28. Ho Chi Minh: a) Communist leader of Vietnam who b) fought against the U.S. (extra point for "France")
29. Solidarity: a) Polish labor movement that b) led to open elections in Poland
30. Great Leap Forward: a) economic program devised by Chairman Mao that b) failed and led to famine

## **Relations - 6 pts. each (section total = 30 pts)**

Explain the following relationships in a few sentences. What events or ideas connect the two? In what ways were they different?

***Key: each relationship should include the listed elements, with some wiggle room for other pertinent facts. Conceptual language can be similar in meaning.***

31. Harry Truman and Joseph Stalin: a) U.S. President and b) Soviet premiere who c) started the Cold War (at the Potsdam conference).

32. Bay of Pigs and Cuban Missile Crisis: a) U.S. sponsored invasion of Cuba that b) led Cuba to seek nuclear weapons from the Soviets which c) brought the world to the brink of nuclear war.

33. Mao Zedong (Mao Tse-Tung) and Deng Xiaoping: a) Chinese communist leader and b) his succesor who c) opened up China to capitalism.

34. Ronald Reagan and Mikhail Gorbachev: a) U.S. President and b) Soviet premiere who c) engaged in arms talks.

35. Mutually Assured Destruction and 'Star Wars' (Strategic Defense Initiative): a) strategy of nuclear standoff followed b) Soviets and U.S. that was c) destabilized by the U.S. policy of 'Star Wars'

**Analysis - 10 pts. (section total = 10 points)**

**33. The below text is excerpted from George Kennan's "Long Telegram". The below text is excerpted from George Kennan's "Long Telegram", describing elements of his preferred approach to the Soviet Union (that is, "containment"). How did the United States follow this Kennan's advice during the Cold War? What differences were there in U.S. policy towards Europe, Asia, and Latin America? How successful was U.S. policy? Be specific, using at least three events or programs you learned about in the unit.**

Essays should examine at least three of the following events: the Marshall plan, the United Nations, formation of the World Bank/IMF, the Greek and Turkish civil wars, the Berlin airlift, the Bay of Pigs invasion, the Cuban Missile Crisis, the Pinochet coup in Chile, the Korean War, the Vietnam War, the Nicaraguan civil war (or other Latin American civil war), and the (Soviet) war in Afghanistan. (Other events are admissible if they were relevant to the Cold War and answer the question.)

A-quality essays will identify three events or more, at least one from each of the areas (Europe, Asia, Latin America), and provide substantive comparison; they will also note the difference in containment as practiced in Europe and Asia/Latin America, i.e. policy in Europe being truer to Kennan's recommendations, and elsewhere far more militaristic.

B-quality essays will identify three events and compare them adequately.

C-quality essays will identify three events with no meaningful comparison.

D-quality essays will identify fewer than three events, with no meaningful comparison.