

The Cold War

Overview

Assuming the roles of a variety of key players in the Cold War, students will participate in role-playing presentations that convey information about pivotal Cold War events and the tension and fear felt throughout the world for much of the second half of the 20th Century.

Grade

11

North Carolina Essential Standards for American History II

- AH2.H.1.1- Use chronological thinking...
- AH2.H.1.2- Use Historical Comprehension to...
- AH2.H.1.3- Use historical analysis and interpretation...
- AH2.H.1.4- Use historical research...
- AH2.H.6.1 - Explain how national economic and political interests helped set the direction of United States foreign policy since Reconstruction (e.g., new markets, isolationism, neutrality, containment, homeland security, etc.).
- AH2.H.6.2 - Explain the reasons for United States involvement in global wars and the influence each involvement had on international affairs (e.g., Spanish-American War, WWI, WWII, Cold War, Korea, Vietnam, Gulf War, Iraqi War, etc.).

Materials

- Alarm sound (to simulate air raid drill)
- Picture of 1950 air raid drill, attached
- Optional: "Duck and Cover" YouTube video: <http://www.youtube.com/watch?v=-2kdpAGDu8s> (Since many school districts block access to YouTube, teachers should check access before class and download the video from a home computer if necessary.)
- Overview of the Cold War, attached
- Role play scenarios, attached
- Cold War Images, attached
- Discussion Questions handout, attached
- "Role Play Discussion Questions and Notes" sheet, attached
- Internet or library access

Duration

- 60-90 minutes for lesson
- Additional time will be needed for preparing and/or presenting scenarios

Preparation

Students should have a basic understanding of World War II and the relationships among countries involved in the conflict immediately following the War. Additionally, students should have a basic understanding of the communist ideology and how it differs from democracy.

Procedure

Simulating Air Raids

1. Once all students have entered the room and taken their seats, tell them that because of a recent wave of al Qaeda threats on the US you are required to have periodic “air raid” drills to properly prepare students in the event of an air raid or bombing. Tell them that when they hear the alarm, they are to get under their desks, put their heads between their legs, and fold their arms over their heads to shield themselves against debris. You may need to demonstrate the position. Once you have explained the procedure. Sound an alarm and have them practice. You will very likely be met with disbelief or hostility. Tell students it is for their own good, and ask them to please participate in the drill.
2. After students have assumed the position, turn off the alarm and have them return to their seats. Ask probing questions about their thoughts and feelings concerning the drill. For example:
 - How did you feel when you first heard we would be having an air raid drill?
 - How did you feel about having to get under your desk?
 - Does the thought of a possible attack scare or worry you?
 - If one day during class, we heard an air raid drill sound, without there having been any warning of a “test”, would you feel differently crawling under your desks? Explain.
 - Do you think air raid drills are a good thing to practice? Why or why not?
3. Inform students that in actuality, there are no al Qaeda threats that warrant air raid drills, and that the drill was really a simulation to give them an appreciation of the very real **nuclear threat** Americans faced for decades after World War II, during what is referred to as the “**Cold War**”—the “**war without bullets.**” Tell them that it is very likely that their grandparents had to participate in similar drills or even worse. Present students with the attached picture of an actual public school drill from the 1950s. Point out that while they might have felt foolish “hiding” under their desks, at least they did not have to go out in the hallway and lay on the ground face down.

Optional: As part of the warm up, show the following 10 minute educational film from the 1950’s regarding air raid drills: <http://www.youtube.com/watch?v=-2kdpAGDu8s>. (**Note:** Since many schools block access to YouTube, you may need to download the video at home for use with your class.)

4. Share the following background information with students before showing the video;
 - “Duck and Cover” was a social guidance film produced in 1951 by the United States federal government's Civil Defense branch shortly after the Soviet Union began nuclear testing. Written by Raymond J. Mauer and directed by Anthony Rizzo of Archer Productions and made with the help of schoolchildren from New York City and Astoria, New York, it was shown in schools as the cornerstone of the government's "duck and cover" public awareness campaign. The movie states that nuclear war could happen at any time without warning and thus U.S. citizens should keep this constantly in mind and always be ready.
5. Once the video has finished, discuss the following questions:
 - Do you think this video is an effective teaching tool? Why or why not?
 - Is “ducking and covering” an effective way to avoid being hurt during a nuclear attack?
 - Why do you think the government would produce this film when in actuality ducking and covering is useless against a nuclear attack?
 - Can you think of other measures the government has taken to make the populace feel safer, but that are ultimately useless?

Overview of the Cold War

6. To gauge prior knowledge ask students what they already know about the Cold War. Once students have exhausted what they know, or think they know, explain to them that the Cold War was the rivalry that developed between the **United States** and the **Soviet Union** after **World War II**, which persisted for nearly 40

years. While the United States and Soviet Union were allies during the War, their alliance quickly broke down after **Germany** surrendered and **Stalin**, the Soviet leader, began setting up **totalitarian governments**—governments that controlled all aspects of peoples’ lives—instead of **democratic governments** in Eastern Europe as he originally promised.

7. Distribute “Overview of the Cold War” handout (attached) or project it on an overhead. Read the overview as a class. Facilitate a discussion about the ideological differences between the US and USSR using the chart on the overview handout as a guide. Have students consider what a relationship between themselves and others with opposite beliefs might be like if they were required to get along. (Would it be a “cold” relationship?)
 - **Optional:** You may want to discuss **propaganda** during the Cold War, which the US and Soviet Union both used extensively to influence the opinions and behavior of citizens. For a detailed lesson regarding the use of propaganda in general, see the Consortium’s lesson “Propaganda and Spin,” available in the Database of Civic Resources or by sending a request to cnorris@unc.edu.
8. Ask students to think about reasons why the war was referred to as “cold” instead of “hot.” Have them share their thoughts. Discuss with students two types of war: hot and cold:
 - **Hot War:** Diplomatic talks have failed and the militaries are engaged in fighting. Examples: Revolutionary War, Spanish-American War, Civil War, World War I, World War II
 - **Cold War:** The relationship between America and the Soviet Union from 1945 to 1980. Neither side ever really fought the other - the consequences of nuclear war would be too appalling - but they did ‘fight’ for their beliefs using “**client states**” who fought for their beliefs on their behalf in “**proxy wars**”. For example. **South Vietnam** was **anticommunist** and was supplied by America during the war while **North Vietnam** was **pro-Communist** and fought the south using weapons from **communist Russia** and **communist China**. In **Afghanistan**, the Americans supplied the rebel Afghans after the Soviet Union invaded in 1979 while they never physically involved themselves thus avoiding a direct clash with the Soviet Union.
9. To further explain the tension that existed between the US and Soviet Union during the Cold War (and a major reason why the war was “cold”), discuss with students the **doctrine of “mutual assured destruction (MAD)”**:
 - “Mutual assured destruction is the doctrine of military strategy in which a full-scale use of nuclear weapons by two opposing sides would effectively result in the destruction of both the attacker and the defender. It is based on the theory of deterrence according to which the deployment of strong weapons is essential to threaten the enemy in order to prevent the use of the very same weapons. The strategy must be employed by both sides to avoid the worst possible outcome—nuclear annihilation.”
10. Tell students that during much of the Cold War, nuclear weapons were aimed at the US from the Soviet Union, and at the Soviet Union from the US. With the push of a button on either side, a nuclear weapon could be deployed. As soon as a weapon was deployed, the other side would inevitably retaliate, leading to a full-scale nuclear war and possibly even nuclear annihilation. Many people who lived during the time feared that if one side launched a nuclear weapon, the Earth might be virtually destroyed. Redirect student attention back to the warm up and discuss:
 - Imagine that you are living during the years of the Cold War. How do you think it would feel to know that nuclear weapons were aimed at your home, and could be deployed at any minute?
 - Consider the feelings you expressed earlier on having to participate in an air raid drill. Do you think your opinion would be different if you were living during the Cold War? Explain
11. Tell students that they will be participating in a group role-playing exercise in which they will attempt to convey important information, as well as the feelings of apprehension and fear many people experienced

Exploring the Cold War through Role Plays

11. Tell students that they will be participating in a group role-playing exercise in which they will attempt to convey important information, as well as the feelings of apprehension and fear many people experienced

during the Cold War, to the rest of the class. Each scenario will be based on an actual event that took place during the Cold War.

12. Divide the class into 4-6 groups of 4 (number of groups and group size can be altered based on class size). Have groups self-select a director and actors (number of actors in each group will vary by scenario). Inform students of their group responsibilities:
 - Everyone will contribute to researching* and writing the script for their role play. Presentations should be 3-5 minutes long.
 - The director will ensure that the group progresses in their work in a timely manner:
 - 20-25 minutes for internet research (if applicable)
 - 20-25 minutes to discuss and write scripts
 - 10-15 minutes to practice
 - Directors are also responsible for ensuring their groups stay on track.
 - Actors are responsible for recording their respective lines/actions and for being prepared to present.
 - If necessary, teams can select a person to set up the scenario for the class before the actual role play begins, or have one actor serve as a narrator.
- **Teacher Note:** If internet or library access is available, you may want to give students an opportunity to further research topics that are relevant to their scenarios. This will give them an opportunity to learn more about their “characters” and the situation they will be writing about and acting out.
13. Additionally, a set of discussion questions and images accompany each role-playing scenario. Instruct role-playing groups to do their best to address the questions during their presentations. The rest of the class will attempt to answer the questions on their own using the attached “Discussion Questions” handouts as they view the presentations. After each presentation, project the accompanying image/images (in part to show students that these events really occurred) and facilitate a discussion based on the discussion questions to ensure students understood the ideas and events the role plays were attempting to convey.
14. Review your expectations for respectful group work and allow students to prepare for the role plays in their groups. Circulate around the room to assist groups as they prepare, offering periodic time reminders to timekeepers.
15. After students have had ample time to prepare their role plays, review expectations for being a respectful audience member and have students present their work (use the same order of the scenarios). After each presentation, have the class support the performers with applause and then allow 5-7 minutes for students to answer discussion questions. Because not all groups will clearly present answers to the questions in their presentations, allow students to ask clarifying questions/discuss answers to the questions. Ideally, group members can answer questions asked of them, but teachers should step in to assist when necessary.
16. After all groups have presented, have students applaud themselves again for all their hard work. To debrief, ask students to take a minute to think about what they learned about the Cold War. Have them share their thoughts and give them an opportunity to ask any questions they may have. Make sure they understand the answers to the discussion questions from the role plays. Additionally, teachers may want to facilitate a discussion about war and fear, and how students today, living in a post-9/11 world, can relate to some of the fear felt by students participating in real air-raid drills during the Cold War.

Culminating Activity

- Have students interview parents/grandparents or an elder community member about what it was like to be alive during the Cold War, and present their findings to the class. Some sample questions might include:

- When you were a child, did you hear people talking about nuclear bombs? If so, how did people seem to feel about nuclear bombs? Do you remember if you had any feelings about nuclear bombs when you were a child?
- Did you understand who the enemy was? What did you think of the enemy? What did you think of the United States as a nuclear power?
- When you were a child, did your school have air-raid drills? What did the students have to do during an air-raid drill? Why?
- When you were younger, did you ever hear about or see a bomb shelter? What supplies did people put in bomb shelters? Why? What feelings did you have (and do you have) about bomb shelters?
- When you were younger, were you afraid that the United States or the world would be blown up by bombs or missiles?
- Do you remember being young and reading books or seeing movies or television shows about nuclear destruction? How did the books and movies make you feel?
- Did you stop being afraid of nuclear war as you grew up? Why or why not?
- How did you feel when Reagan and Gorbachev started talking about reducing nuclear armaments? How do you feel now about the threat of nuclear war? (Source: <http://school.discoveryeducation.com/lessonplans/programs/reaganlegacy-starwars>)
- Instead of sending students out to do one-on-one interviews, consider inviting to class someone who went to an American public school in the 1950s, when the Cold War started. Ask the guest to talk about how the fear of nuclear war manifested itself in day-to-day school life. Let the students, as a group, ask questions of the guest.

Air Raid Image



Lincoln High School Air-Raid Drill, 1950

THE COLD WAR: An Overview

Source: <http://www.sparknotes.com/history/american/coldwar/index.html>

The Cold War is the name given to the relationship that developed primarily between the USA and the USSR after World War II. The Cold War dominated international affairs for decades, and included many major events and crises—the Cuban Missile Crisis, the Vietnam War, and the Berlin Wall to name a few. For many, the “proliferation” (rapid increase in number) of nuclear weapons in each country was the most worrisome issue.

The rivalry between the United States and the Soviet Union for control over the postwar world emerged before World War II had even ended. U.S. presidents Franklin D. Roosevelt and Harry S. Truman and Soviet premier Joseph Stalin never really trusted one another, even while working together to defeat the Nazis. This mutual mistrust actually began as far back as 1917, when the United States refused to recognize the new Bolshevik government after the Russian Revolution. Stalin also resented the fact that the United States and Great Britain had not shared nuclear weapons research with the Soviet Union during the war and was unhappy with the countries’ initial unwillingness to engage the Germans on a second front in order to take pressure off of the Soviets. Additionally, Stalin was irked by the fact that Truman had offered postwar relief loans to Great Britain but not to the USSR.

Important ideological differences separated the two countries as well, especially during the postwar years, when American foreign policy officials took it upon themselves to spread democracy across the globe. This goal conflicted drastically with the Russian revolutionaries’ original desire to overthrow capitalism. Having been invaded by Germany twice in the last fifty years, Soviet leaders also wanted to restructure Europe so that a buffer existed between the Germans and the Soviet border. Both the United States and the USSR believed that their respective survival was at stake, and each was therefore prepared to take any steps to win. As a result, both countries found themselves succumbing to the classic “prisoners’ dilemma”: working together would produce the best result, but with everything to lose, neither side could risk trusting the other.

So why were these two super powers so distrustful of the other? Here are some major differences between the two world powers:

| US | USSR |
|----------------------|---|
| Free elections | No elections or rigged elections |
| Democratic | Autocratic / Dictatorship |
| Capitalist | Communist |
| Richest world power | Poor economic base |
| Personal freedom | All aspects of life and society controlled by the secret police |
| Freedom of the media | Total censorship |

-Adapted from: The History Learning Site

Scenario 1: The Cold War Begins

Adapted using information obtained at: http://en.wikipedia.org/wiki/Cold_War

In July of 1945, before the end of World War II, US President Harry S. Truman met with Soviet leader Joseph Stalin at the Potsdam Conference in Germany. The purpose of the meeting was to decide how to administer Germany in the wake of the Nazi surrender and to outline the terms of surrender to be offered to Japan as an ultimatum. Both topics proved to be contentious.

The “Potsdam Declaration” was issued in reference to Japan. It was essentially presented as an [ultimatum](#) which stated that without surrender, the Allies would attack Japan, resulting in “the inevitable and complete destruction of the Japanese armed forces and just as inevitably the utter devastation of the Japanese homeland.” While the ultimatum itself made no mention of the atomic bomb, Truman disclosed to Stalin in Potsdam that the United States possessed “a powerful new weapon.” Stalin’s only reply was to say that he was glad to hear of the bomb and hoped the United States would use it. The two went on to discuss how Japan would be handled if the country rejected the ultimatum. Truman promised Stalin that the Soviet Union would have “real influence” in post-War Japan.

Days after the declaration was issued, Japan effectively rejected it. Truman was forced to reexamine the decision to use the bomb, and in the end decided it was necessary “to bring about a quick resolution of the war by inflicting destruction, and instilling fear of further destruction, that was sufficient to cause Japan to surrender.”

In the aftermath of Hiroshima and Nagasaki, the world quickly became aware of what the US was capable of with regard to warfare—two bombs killed well over 200,000 people and virtually destroyed two entire cities. Needless to say, President Truman’s decision to drop the atomic bombs was not one taken lightly, and not one viewed lightly by the rest of the world.

After World War II ended, the United States and Soviet Union, led by Truman and Stalin respectively, had very different ideas of how defeated countries like Japan should be handled. Conflict began to emerge when Stalin protested to US officials that Truman was not allowing the Soviet Union to have influence promised in occupied Japan.

Directions: Using the information provided and your own research, recreate a 3-5 minute discussion that might have taken place between President Truman and Joseph Stalin at the Potsdam Conference before the end of World War II. Your role play must have a minimum of 2 actors. If you choose, you can include advisors to Truman and Stalin in your role play.

In your conversation, be sure to address the following discussion questions:

- 1) What was the conference called and what was its purpose?**
- 2) What ultimatum was offered to Japan?**
- 3) How did Stalin respond to Truman’s comment about the “powerful new weapon?”**
- 4) How do you think Truman’s idea about how Japan should be handled differed from Stalin?
How were their ideas similar?**

BE CREATIVE, but stick to the FACTS!

Images for Scenario 1:



Joseph Stalin and Harry Truman at Potsdam



The bombing of Nagasaki, Japan, which killed 80,000 people

Scenario 2: The Domino Effect and Containment

Adapted using information obtained at: <http://en.wikipedia.org/wiki/Containment>

Containment refers to the foreign policy strategy of the United States in the early years of the Cold War. Its policy was to stop what it called “the domino effect” of nations moving politically towards Soviet Union-based communism, rather than European-American-based capitalism.

At the beginning of the Cold War, George Kennan, one of Truman’s main advisors, argued that the primary goal of the United States should be to prevent the spread of communism* to non-communist nations; that is, to “contain” communism within its borders. He feared that the Soviet Union’s influence might cause a domino effect whereby one regional state falling to communism might threaten an entire region, similar to a series of dominoes toppling.

In response, Truman issued a proclamation known as the Truman Doctrine aimed at the goal of containment. This led to American support for countries around the world to block the spread of communism. Containment became the overriding objective of U.S. national security policy, eventually culminating in the Vietnam War in which the United States supported South Vietnam’s efforts against the influence of communist North Vietnam, which was backed by the Soviet Union and China.

*Communism is a system of government in which the state plans and controls the economy and a single, often authoritarian party holds power, claiming to make progress toward a higher social order in which all goods are equally shared by the people. In a communist society, the government decides how people will live—i.e. what their jobs will be, where they will live, how many children they can have, etc. In many respects, communism is the opposite of democracy.

Directions: Using the information provided and your own research, recreate a press conference in which George Kennan and President Truman answer reporters’ questions about the “domino effect” and “containment.” Assume that the reporters have never heard of either of these terms. Work as a group to come up with at least 3 questions and answers for both Kennan and Truman that will be as informative as possible for the class.

In your conference, be sure to address the following discussion questions:

- 1) Who was George Kennan and why was he an important figure?**
- 2) What was meant by “domino effect?”**
- 3) What was the purpose of containment?**
- 4) Why was the US so concerned about containing communism?**

BE CREATIVE, but stick to the FACTS!

Images for Scenario 2:



[Portrait of Kennan by Ned Seidler](#)



<http://www.lanuevacuba.com/graficas/domino-effect-b.jpg>

Scenario 3: "We will bury you!"

Adapted using information obtained at: <http://en.wikipedia.org/wiki/Containment>

In 1953, changes in political leadership on both sides—the US and the Soviet Union—shifted the dynamic of the Cold War. Dwight D. Eisenhower was inaugurated president in January 1953. During the last 18 months of the Truman administration, the US defense budget had quadrupled, and Eisenhower resolved to reduce military spending by brandishing the United States' nuclear superiority while continuing to fight the Cold War effectively. In March of the same year, Joseph Stalin died and the Soviets, now led by Nikita Khrushchev, moved away from Stalinist policies.

In order to contain the spread of communism, Eisenhower's secretary of state, John Foster Dulles, called for a greater reliance on nuclear weapons in deterring US enemies. Dulles also promoted the doctrine of "massive retaliation," threatening a severe US response to any Soviet aggression anywhere in the world. Simply by possessing nuclear superiority—more effective weapons and more in terms of numbers—Eisenhower was able to curtail some Soviet threats on part of Eastern Europe and the Middle East.

During the 1950s, the US and the Soviet Union each attempted to build increasing numbers of better nuclear weapons. They both developed long-range weapons with which they could strike the territory of the other. The Soviets developed their own hydrogen bomb and, in 1957, launched the first earth satellite which demonstrated that their missiles could hit anywhere in the world.

Around this time, Khrushchev directed a speech toward US diplomats: "About the capitalist states," he declared, "it doesn't depend on you whether or not we exist. If you don't like us, don't accept our invitations, and don't invite us to come to see you. Whether you like it or not, history is on our side." He then pulled off his shoe and slammed it loudly on the table in front of him yelling, "We will bury you!"

In 1959, Khrushchev formed an alliance with Fidel Castro after the Cuban Revolution. President John F. Kennedy responded to the installation of nuclear missiles in Cuba with a naval blockade—a show of force that brought the world frighteningly close to nuclear war.

Directions: Using the information provided and your own research, recreate a 3-5 minute discussion a family living in the US might have around the dinner table after hearing a recording of Khrushchev's speech. (*Remember, the fear of nuclear warfare was a VERY real threat during this time period.) Be sure to include in your discussion important historical context (i.e. what Khrushchev said and what led him to say it) so that the rest of the class understands what is going on. Additionally, one family member should discuss their plan to build a bomb shelter in the event of a nuclear attack, something that many families actually did during the Cold War. As a group consider what this might entail since it takes weeks or even months for nuclear fallout to clear before people could emerge from a shelter.

In your discussion, be sure to address the following discussion questions:

- 1) Who was Khrushchev and what did he say? Why?
- 2) How do you think Khrushchev's remark made Americans feel?
- 3) How do you think you would have felt upon learning that the US and Soviet Union each possessed missiles that could reach anywhere in the world?
- 4) Do you think building a fallout shelter was a good idea or a sign of paranoia? What do you think you would have done if this was your family?

BE CREATIVE, but stick to the FACTS!

Images for Scenario 3:



Khrushchev and his shoe:





Source: <http://doubledeckerbuses.org/blog/media/missiles.jpg>

A nuclear missile being fired from a submarine:



Source: http://upload.wikimedia.org/wikipedia/commons/thumb/9/99/Trident_II_missile_image.jpg/250px-Trident_II_missile_image.jpg

Scenario 4: "The Cuban Missile Crisis"

Adapted using information obtained at http://en.wikipedia.org/wiki/Cuban_Missile_Crisis

The Cuban Missile Crisis was a confrontation between the United States of America, the Soviet Union, and Cuba during the Cold War. The crisis was one of the War's most significant confrontations, often regarded as the moment in which the Cold War came closest to escalating into a nuclear war.

After the Cuban Revolution, the United States became concerned about the political orientation of Cuba's new leader, Fidel Castro. In 1959, Castro had declared Cuba a socialist republic and established formal ties with the Soviet Union. As a result, the country became a major focus of the new Kennedy administration when it assumed power in January 1961. The United States feared any country's adoption of communism or socialism, but for a Latin American country to openly ally with the USSR was regarded as unacceptable. In late 1961, Kennedy engaged Operation Mongoose, a series of covert operations against Castro's government which were to prove unsuccessful. More overtly, in February 1962, the United States launched an economic embargo against Cuba (which still exists today).

In the summer of 1962, the Soviet Union dispatched a fleet of commercial cargo ships filled with nuclear missiles, launchers and anti-aircraft guns--all under false manifests--across the Atlantic Ocean to Fidel Castro's Cuba. Forty thousand Soviet soldiers and technicians began secretly erecting an extensive array of armed missile sites, and aiming their nuclear-tipped medium range ballistic missiles at the United States. Khrushchev and his key military advisors thought that the missiles would remain unnoticed until November, and then he planned to suddenly reveal them to the United States. They were nearly successful, but in mid-October, with the Soviet tankers still en route, American spy planes and CIA photo analysts detected several Medium Range Ballistic Missiles (MRBMs) on Cuban soil, their sites still under construction. In the weeks that followed, both nations stood at the brink of nuclear holocaust. Never before in history has the world come closer to a general nuclear war.

Kennedy, in his first public speech on the crisis given on October 22, 1962, gave the key warning: "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." Khrushchev responded in a message that stated, in part, "You are disturbed over Cuba. You say that this disturbs you because it is ninety miles by sea from the coast of the United States of America. But... you have placed destructive missile weapons, which you call offensive, in Turkey, literally next to us... I therefore make this proposal: We are willing to remove from Cuba the means which you regard as offensive... Your representatives will make a declaration to the effect that the United States ... will remove its analogous means from Turkey ... and after that, persons entrusted by the United Nations Security Council could inspect on the spot the fulfillment of the pledges made."

After much deliberation between the Soviet Union and Kennedy's cabinet, which took place secretly, Kennedy agreed to remove all missiles set in Turkey on the border of the Soviet Union in exchange for Khrushchev removing all missiles in Cuba.

DIRECTIONS: Using the information provided and your own research, recreate a 3-5 minute secret meeting that might have taken place between Kennedy, Castro, and Khrushchev, in which they attempt to negotiate a "peaceful" resolution of the Cuban Missile Crisis. Be sure to discuss the events that led to meeting and convey the tension felt among the participants.

In your discussion, be sure to address the following discussion questions:

- 1) What was the Cuban Missile Crisis and who was involved?
- 2) How would you have reacted when finding out that spy planes found weapons in Cuba if you were President Kennedy?

- 3) Since the last role play, have your thoughts changed regarding the importance or necessity of a fallout shelter? Explain?

BE CREATIVE, but stick to the FACTS!

Images of Scenario 4:



Top secret document demonstrating the range of missiles from Cuba



Long-range surface-to-air missile in Cuba



Family in a fallout shelter during the Cuban Missile Crisis

Scenario 5: "McCarthy and the Red Hunts"

Adapted using information obtained at: http://everything2.com/index.pl?node_id=1523515

The Cold War was fought on many fronts: in the jungles of Vietnam, in the Korean Peninsula, in post-War Europe and in the countries of Latin America. But the War was also fought in the home front: the cities, towns and villages of the Soviet Union and the United States.

The United States had every right to fear the growing Communist threat coming from the Soviet Union, whose unstated policy was to forcibly establish a "New World Order"—a Communist world order that is. To respond to this threat, and reacting to the many Communist spies that had penetrated the US defense and intelligence departments during the War, the government decided to take action by curtailing certain civil liberties. For example, freedom of speech was redefined to prevent any Communist activists; the Federal Bureau of Investigation (FBI) and investigative committees of Congress both secretly and openly kept tabs on suspected "Red sympathizers" (US citizens who agreed with at least some aspects of Communist philosophies), many of whom were high level Department officials; and "loyalty checks" were sporadically used to root-out Communist infiltrators in the US government. Few would argue that these "Red hunts" were unnecessary measures at the time.

However, as time went on and the Russian threat decreased, these infractions into American civil liberties became unnecessarily obtrusive. In a famous speech in February of 1950, Senator Joseph McCarthy made the claim that he had uncovered over 250 Communist sympathizers within the ranks of the State Department. The public hysteria that followed propelled him into the media spotlight, despite the detail that many of his "facts" were completely inaccurate. What followed was a complete perversion of the time-honored American principle: rule-of-law. Hundreds of suspected Communists were named by McCarthy, and most lost their jobs as a result. Even the press was not immune--the editor of *The New York Post* was hauled before McCarthy's Congressional Committee simply because he had the audacity to criticize him. McCarthy used his position to browbeat critics and enemies into submission and earned himself a high place in the Republican Party's echelon of power as free thought and due process were sacrificed on the "altar of public panic." In the end, hundreds of careers were ruined, many people were sentenced to life in prison, several were deported, and two were executed.

Fortunately for American civil liberties, Red hunts did not last forever. With the Korean War coming to an end, the public was less likely to believe fanciful concoctions of communist "plots." After running awry of President Eisenhower by accusing high-ranking officers of the Army of pro-Communist leanings, McCarthy ended up as the subject of Senate hearings on his own hearings. McCarthy's fellow Senators found him guilty on five counts: contempt of the Senate or a Senatorial committee; encouragement of United States employees to violate the law and their oaths of office or executive orders; receipt or use of confidential or classified documents or other classified information from Executive files; and abuses of colleagues in the Senate and abuse of Ralph Zwicker, a general officer in the Army of the United States.

Directions: Using the information provided and your own research, recreate a 4-5 minute hearing that may have taken place when McCarthy was "in the spotlight" accusing officials of being Red sympathizers. One group member should play the role of McCarthy, and another an accused State Department official. Other characters are up to the group. In your presentation, be sure to relay information to the class about Red sympathizers during the Cold War, how McCarthy and others appealed to the emotions of Americans in pursuit of Red hunts, and the manner in which many of the civil rights we hold dear today were jeopardized.

In your hearing, be sure to address the following discussion questions:

- 1) In what ways did the US curtail certain civil liberties during the Cold War? Why?**
- 2) Do you agree that this was a necessary measure? Explain.**
- 3) What was a "Red sympathizer?" A "Red hunt?"**

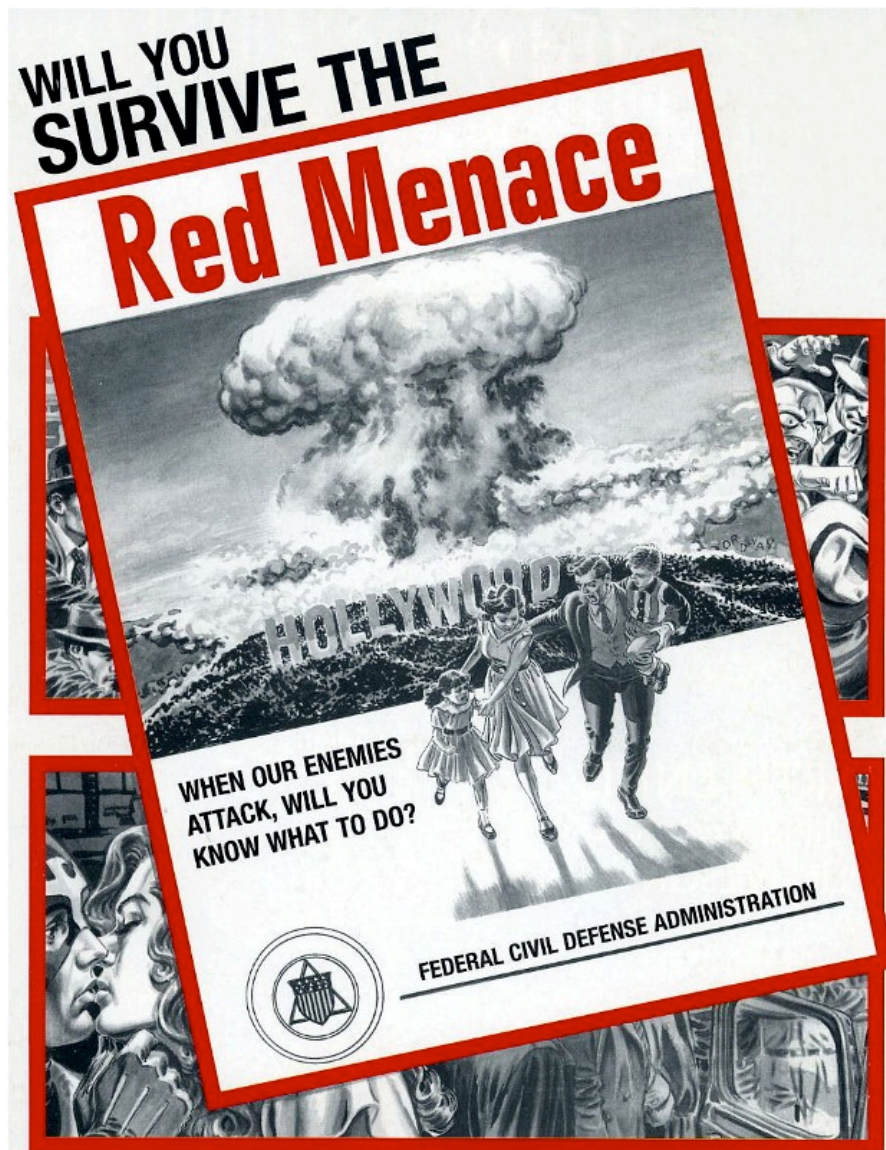
- 4) Who was McCarthy and why was he an important figure? How and why did he gain national attention during this period of the Cold War?

BE CREATIVE, but stick to the FACTS!

Images for Scenario 5:



Senator Joseph McCarthy (center) at a hearing



Scenario 6: "Easing the Cold War Tensions"

Adapted using information obtained at: http://en.wikipedia.org/wiki/Cold_War

By the early 1980s, the Soviet armed forces were the largest in the world by many measures—in terms of the numbers and types of weapons they possessed, in the number of troops in their ranks, and in the sheer size of their military-industrial base. However, the quantitative advantages held by the Soviet military often concealed areas where the Eastern bloc dramatically lagged behind the West.

By the late years of the Cold War, Moscow had built up a military that consumed as much as twenty-five percent of the Soviet Union's gross national product at the expense of consumer goods and investment in civilian sectors. But the size of the Soviet armed forces was not necessarily the result of a simple action-reaction arms race with the United States. Instead, Soviet spending on the arms race and other Cold War commitments can be understood as both a cause and effect of the deep-seated structural problems in the Soviet system, which accumulated at least a decade of economic stagnation. Soviet investment in the defense sector was not necessarily driven by military necessity, but in large part by the interests of massive party and state bureaucracies dependent on the sector for their own power and privileges.

By the time Mikhail Gorbachev had ascended to power in 1985, the Soviets suffered from an economic growth rate close to zero percent, combined with a sharp fall in hard currency earnings as a result of the downward slide

in world oil prices in the 1980s. (Petroleum exports made up around 60 percent of the Soviet Union's total export earnings.) To restructure the Soviet economy before it collapsed, Gorbachev announced an agenda of rapid reform, which required a redirection of the country's resources from costly Cold War military commitments to more profitable areas in the civilian sector. As a result, Gorbachev offered major concessions to the United States on the levels of conventional forces, nuclear weapons, and policy in Eastern Europe.

Many US Soviet experts and administration officials doubted that Gorbachev was serious about winding down the arms race but the new Soviet leader eventually proved more concerned about reversing the Soviet Union's deteriorating economic condition than fighting the arms race with the West. Gorbachev made major military and political concessions; in response Reagan agreed to renew talks on economic issues and the scaling-back of the arms race. The East-West tensions that had reached intense new heights earlier in the decade rapidly subsided through the mid-to-late 1980s. In 1988, the Soviets officially declared that they would no longer intervene in the affairs of allied states in Eastern Europe, and in 1989, Soviet forces withdrew from almost all other countries.

In December 1989, Gorbachev and George H.W. Bush declared the Cold War officially over at a summit meeting in Malta. But by then, the Soviet alliance system was on the brink of collapse, and the Communist leaders of the Warsaw Pact states were losing power. In the USSR itself, Gorbachev tried to reform the party to destroy resistance to his reforms, but, in doing so, ultimately weakened the bonds that held the state and union together. By February 1990, the Communist Party was forced to surrender its 73-year old monopoly on state power. By December of the next year, the union-state also dissolved, breaking the USSR up into fifteen separate independent states.

DIRECTIONS: Using the information provided and your own research, recreate a 3-5 minute discussion that might have taken place between President Reagan, Vice President George H. W. Bush, and Gorbachev, in which they discuss the impending end of the Cold War. Be sure to convey to the class the reasons why Gorbachev had no choice but to move away from a strict military stance, as well as any other relevant facts.

In your discussion, be sure to address the following discussion questions:

- 1) By the early 1980s where did the Soviet Union stand militarily?
- 2) What eventually led to the downfall of the Soviet Union?
- 3) Who was involved in negotiating a peaceful end to the Cold War?
- 4) What happened to the Soviet Union immediately following the war?

BE CREATIVE, but stick to the FACTS!

Images for Scenario 6:



U.S. President George Bush with Mikhail Gorbachev of the Soviet Union
Dave Valdez/White House photo



<http://www.retro-housewife.com/images/newspapers/1980/11-10-1989-brandenburger-tor.jpg>

Germans celebrating the end of the Cold War

Role Play Discussion Questions

Scenario 1: The Cold War Begins

- 1) What was the conference called and what was its purpose?
- 2) What ultimatum was offered to Japan?
- 3) How did Stalin respond to Truman's comment about the "powerful new weapon?"
- 4) How do you think Truman's idea about how Japan should be handled differed from Stalin? How were their ideas similar?

Scenario 2: The Domino Effect and Containment

- 1) Who was George Kennan and why was he an important figure?
- 2) What was meant by "domino effect?"
- 3) What was the purpose of containment?
- 4) Why was the US so concerned about containing communism?

Scenario 3: We Will Bury You!

- 1) Who was Khrushchev and what did he say? Why?
- 2) How do you think Khrushchev's remark made Americans feel?
- 3) How do you think you would have felt upon learning that the US and Soviet Union each possessed missiles that could reach anywhere in the world?
- 4) Do you think building a fallout shelter was a good idea or a sign of paranoia? What do you think you would have done if this was your family?

Scenario 4: The Cuban Missile Crisis

- 1) What was the Cuban Missile Crisis and who was involved?
- 2) How would you have reacted when finding out that spy planes found weapons in Cuba if you were President Kennedy?
- 3) Since the last role play, have your thoughts changed regarding the importance or necessity of a fallout shelter? Explain?

Scenario 5: McCarthy and the Red Hunts

- 1) In what ways did the US curtail certain civil liberties during the Cold War? Why?
- 2) Do you agree that this was a necessary measure? Explain.
- 3) What was a "Red sympathizer?" A "Red hunt?"
- 4) Who was McCarthy and why was he an important figure? How and why did he gain national attention during this period of the Cold War?

Scenario 6: Easing the Cold War Tensions

- 1) By the early 1980s where did the Soviet Union stand militarily?
- 2) What eventually led to the downfall of the Soviet Union?
- 3) Who was involved in negotiating a peaceful end to the Cold War?
- 4) What happened to the Soviet Union immediately following the war?