

## NATO: After the Cold War

### Overview

Students will explore the North Atlantic Treaty Organization and its actions after the Cold War. Beginning with a short PowerPoint presentation, students will gain insight into the reasons for the formation of NATO. In groups, students will then examine a scenario involving a post-Cold War NATO action. After analyzing the crisis and determining whether the NATO's response was appropriate and within the original intention of the North Atlantic Treaty, students will present their scenario to classmates (in a presentation style of their choice) and highlight how it connects to NATO's mission.

### Grade

9 & 11

### Materials

- Post-Cold War NATO PowerPoint, available in Carolina K-12's Database of K-12 Resources
  - Available here: <https://k12database.unc.edu/wp-content/uploads/sites/31/2012/05/NATOPostColdWarPPT.pdf>
  - To view this PDF as a projectable presentation, save the file, click "View" in the top menu bar of the file, and select "Full Screen Mode"
  - To request an editable PPT version of this presentation, send a request to [CarolinaK12@unc.edu](mailto:CarolinaK12@unc.edu)
- The North Atlantic Treaty handout (attached)
- NATO Post-Cold War Scenario Discussion Questions (attached)
- NATO Post-Cold War Group Scenarios 1 – 6 (attached)
- NATO Post-Cold War Presentation Viewing Sheet (attached)
- World History or US History Textbook
- Additional readings about NATO (optional)
- Computer with internet access (optional)

### Essential Questions:

- What is NATO and what is its purpose?
- What were NATO's actions during the Cold War?
- How has NATO's mission changed since the end of the Cold War?
- Why does NATO continue to endure?

### Duration

90 minutes

### Student Preparation

Although this lesson provides a very short review of the Cold War, students should still be familiar with the major events, people, places, etc. of the Cold War before completing this lesson.

### Procedure

#### Warm Up: Alliances

1. As a warm up, project slide 2 of the Post-Cold War NATO PowerPoint and ask students to brainstorm the word "Alliance". If students are having difficulty getting started, use the questions below to help students brainstorm.
  - What is an alliance?
    - *A formal agreement or treaty between two or more nations to cooperate for specific purposes.*

- What words, countries, people, events, etc. do you associate with alliances?
- Can you list any specific alliances?
  - *Examples can include, but aren't limited to: NATO, SEATO, Triple Entente, Triple Alliance, Warsaw Pact, Allies and Axis, etc.*

2. After the allotted time, solicit student responses and record them on the board on a piece of chart paper.

### **NATO and the Cold War**

3. Explain to students that they are going to learn about one of the United States' most important alliances – the North Atlantic Treaty Organization. They are going to learn about the reasons why NATO was created and some of the actions taken by NATO throughout its history.

4. Students should already have studied the Cold War or have read some of the links in the "Student Preparation Section" before completing this lesson. Review slides 3 – 6, which provide a very brief overview of the Cold War. Instruct students to take notes and discuss the following questions:

- Slide 3:
  - What does the term "Cold War" imply?
    - *Answers can include, but aren't limited to the idea that the USSR and US never engaged in direct combat with one another.*
  - What were some of the "proxy wars" that were fought during the Cold War?
    - *Korean War, Vietnam War, Soviet invasion of Afghanistan, various coup d'états and civil wars in Africa, Asia, and Central American – Iran, Cuba, Sandinistas in Nicaragua, Chile, East Timor, Somalia, etc.*
- Slide 4:
  - What does "state controlled economy" or "planned economy" mean?
    - *A central agency, such as a government, makes the economic decisions for a country. For example, a central government will set production limits and minimums for companies, regardless of consumer demand.*
  - What does an "open society" mean?
    - *Citizens of open societies have freedom of speech, freedom of movement, freedom to worship, freedom of information, etc.*
- Slide 5:
  - What did the Allies agree on at the Yalta Conference and how did this contribute to the Cold War tensions?
    - *Held in February 1945, the purpose of the conference was to determine the fate of post-WWII Europe. The major results were a divided Germany, reparations for the Soviet Union, free and fair elections being held to determine Poland's fate (which was occupied by the USSR). Stalin eventually reneged on his commitment to elections in Soviet Occupied Territory, arguing that the USSR had been invaded by Germany twice in the past century and they needed a "buffer zone" between them and Germany.*

5. Divide students into groups of two to four and provide each student with the attached "Excerpt of the North Atlantic Treaty" handout. Inform students that they have ten minutes to read the handout and answer the attached questions on a separate sheet of paper. The answer key is attached.

6. After allowing time for students to read, discuss and answer questions about the NATO Charter, return to the PowerPoint and discuss the questions below:

- Slide 7:
  - Where in Europe are most of the NATO members located?
- Slide 8:

- Why do you think Greece and Turkey were added? (If you refer to the map on the previous slide, Greece is in Eastern Europe and Turkey is in Asia.)
  - *Fearing a communist takeover during the Greek Civil War in the late 1940s, President Truman stated that "the policy of the United States to support free people who are resisting attempted subjugation by armed minorities or by outside pressures." The US and its allies supported the Greek anticommunists by providing aid. After their victory in the civil war, Greece was allowed to join NATO to protect them from Soviet pressures.*
- Slide 9:
  - In which of these events do you think NATO played a role?
  - Using information gleaned from the NATO charter, why did NATO play or not play a role in these events?
    - *Berlin Airlift (1948 – 49): NATO didn't play a role because it hadn't been created yet.*
    - *Second Red Scare & McCarthyism in the US (1947 – 57): NATO didn't play a role because the Red Scare was a domestic event in the US and didn't militarily threaten any NATO members.*
    - *China becomes communist (1949): NATO didn't play a role because no NATO members were attacked.*
    - *Korean War (1951 – 53): This was a UN led effort. NATO didn't play a role because North Korea attacked South Korea and they were not a part of NATO*
    - *Berlin Wall (1961 – 89): Didn't play a role.*
    - *Cuban Missile Crisis (1962): NATO was supportive of the United States, but did not play a role in the crisis.*
    - *Vietnam War (1955 – 75): NATO did not play a role because none of the member nations were attacked.*
    - *Note that US combat units were first deployed in 1965, but the US had military advisors in Vietnam since the 1950's.*
    - *Cuba becomes communist (1961 – 62): NATO didn't play a role because none of the member nations were attacked.*
    - *Although Castro took over Cuba in 1959, he didn't declare a communist government until 1961 – 1962.*
    - *Soviet Invasion of Afghanistan (1979 – 89): NATO didn't play a role because none of the member nations were attacked.*
- Slide 10:
  - Using Lord Ismay's definition of NATO, would you call the organization successful? Why?

### **Post-Cold War NATO Actions**

7. Divide students into mixed ability groups of 3 - 5. Explain that each group will be assigned a scenario which describes a post-Cold War NATO action. They must examine the scenario, analyze the crisis and determine whether the NATO's response was appropriate. Tell students that as a group, they will be responsible for teaching the information from the scenario, as well as how it relates to NATO's mission, to the remainder of class in a short (5 minutes or less) presentation. Presentations can be in the group's chosen format (lecture, dramatic scene, interview, newscast format, etc.) and long as it conveys the important facts of the scenario and highlights the scenario's connection to NATO's mission.
8. Divide the students into groups, provide each group with one of the attached scenarios (it is fine to have more than one group work on the same scenario) and ensure each group understands what is expected. Take any questions then give students approximately 20 - 30 minutes to read, discuss, and produce their presentation. Encourage students to complete additional research using their textbooks or computers if available.
9. Once students have finished their presentations, review expectations for being respectful audience members and provide each student with a copy of the attached "Post-Cold War NATO Actions –

Presentation Viewing Sheet.” Students should take notes on the worksheet as they view each presentation. (Have the groups present in chronological order according to the year of the event.)

10. Once all the groups have presented, discuss the following questions to debrief:
  - Why do you think NATO’s mission changed after the Cold War?
  - Do you agree with NATO’s post-Cold War actions? Why or why not?
  - Some military leaders and political commentators have criticized NATO’s post-Cold War expansion into Eastern Europe. Why do you think they’re critical of expanding NATO?
  - What role should NATO play in the Global War on Terror?
  - Should the United States remain part of NATO? Why or why not?

#### **Resources**

- Official NATO website: <http://www.nato.int/cps/en/natolive/index.htm>

**The North Atlantic Treaty**  
**Washington DC – April 4, 1949**

*The Parties to this Treaty reaffirm their faith in the purposes and principles of the Charter of the United Nations and their desire to live in peace with all peoples and all governments.*

*They are determined to safeguard the freedom, common heritage and civilisation of their peoples, founded on the principles of democracy, individual liberty and the rule of law. They seek to promote stability and well-being in the North Atlantic area.*

*They are resolved to unite their efforts for collective defence and for the preservation of peace and security. They therefore agree to this North Atlantic Treaty:*

**Article 1**

The Parties undertake, as set forth in the Charter of the United Nations, to settle any international dispute in which they may be involved by peaceful means in such a manner that international peace and security and justice are not endangered, and to refrain in their international relations from the threat or use of force in any manner inconsistent with the purposes of the United Nations.

**Article 2**

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

**Article 3**

In order more effectively to achieve the objectives of this Treaty, the Parties, separately and jointly, by means of continuous and effective self-help and mutual aid, will maintain and develop their individual and collective capacity to resist armed attack.

**Article 4**

The Parties will consult together whenever, in the opinion of any of them, the territorial integrity, political independence or security of any of the Parties is threatened.

**Article 5**

The Parties agree that an armed attack against one or more of them in Europe or North America shall be considered an attack against them all and consequently they agree that, if such an armed attack occurs, each of them, in exercise of the right of individual or collective self-defence recognised by Article 51 of the Charter of the United Nations, will assist the Party or Parties so attacked by taking forthwith, individually and in concert with the other Parties, such action as it deems necessary, including the use of armed force, to restore and maintain the security of the North Atlantic area.

Any such armed attack and all measures taken as a result thereof shall immediately be reported to the Security Council. Such measures shall be terminated when the Security Council has taken the measures necessary to restore and maintain international peace and security.

**Article 6 (1)**

For the purpose of Article 5, an armed attack on one or more of the Parties is deemed to include an armed attack:

on the territory of any of the Parties in Europe or North America, on the Algerian Departments of France (2), on the territory of or on the Islands under the jurisdiction of any of the Parties in the North Atlantic area north of the Tropic of Cancer;

on the forces, vessels, or aircraft of any of the Parties, when in or over these territories or any other area in Europe in which occupation forces of any of the Parties were stationed on the date when the Treaty entered into force or the Mediterranean Sea or the North Atlantic area north of the Tropic of Cancer.

#### **Article 7**

This Treaty does not affect, and shall not be interpreted as affecting in any way the rights and obligations under the Charter of the Parties which are members of the United Nations, or the primary responsibility of the Security Council for the maintenance of international peace and security.

#### **Article 8**

Each Party declares that none of the international engagements now in force between it and any other of the Parties or any third State is in conflict with the provisions of this Treaty, and undertakes not to enter into any international engagement in conflict with this Treaty.

#### **Article 9**

The Parties hereby establish a Council, on which each of them shall be represented, to consider matters concerning the implementation of this Treaty. The Council shall be so organised as to be able to meet promptly at any time. The Council shall set up such subsidiary bodies as may be necessary; in particular it shall establish immediately a defence committee which shall recommend measures for the implementation of Articles 3 and 5.

#### **Article 10**

The Parties may, by unanimous agreement, invite any other European State in a position to further the principles of this Treaty and to contribute to the security of the North Atlantic area to accede to this Treaty. Any State so invited may become a Party to the Treaty by depositing its instrument of accession with the Government of the United States of America. The Government of the United States of America will inform each of the Parties of the deposit of each such instrument of accession.

#### **Article 11**

This Treaty shall be ratified and its provisions carried out by the Parties in accordance with their respective constitutional processes. The instruments of ratification shall be deposited as soon as possible with the Government of the United States of America, which will notify all the other signatories of each deposit. The Treaty shall enter into force between the States which have ratified it as soon as the ratifications of the majority of the signatories, including the ratifications of Belgium, Canada, France, Luxembourg, the Netherlands, the United Kingdom and the United States, have been deposited and shall come into effect with respect to other States on the date of the deposit of their ratifications. (3)

#### **Article 12**

After the Treaty has been in force for ten years, or at any time thereafter, the Parties shall, if any of them so requests, consult together for the purpose of reviewing the Treaty, having regard for the factors then affecting peace and security in the North Atlantic area, including the development of universal as well as regional arrangements under the Charter of the United Nations for the maintenance of international peace and security.

#### **Article 13**

After the Treaty has been in force for twenty years, any Party may cease to be a Party one year after its notice of denunciation has been given to the Government of the United States of America, which will inform the Governments of the other Parties of the deposit of each notice of denunciation.

#### **Article 14**

This Treaty, of which the English and French texts are equally authentic, shall be deposited in the archives of the Government of the United States of America. Duly certified copies will be transmitted by that Government to the Governments of other signatories.

**After reading the excerpts from the NATO Treaty, answer the following questions as a group**

- What year was the NATO treaty signed? What conflict was going on in the world at this time?
- What principles does NATO defend?
- According to Article One, how will NATO solve disputes? Why do you think this is the first article of the treaty?
- According to Article Three, what is each country responsible for?
- What is the purpose of Article Five? Why might Article Five deter people from attacking a NATO country?
- After reading Article Six, list three countries you think signed this treaty.
- What does Article Eight ensure? Why is this important?
- How are new members added to the NATO agreement?
- Alliances are considered one of the major causes of World War I, looking at the effects of World War I – millions of deaths, financial hardship, rise of totalitarianism in Europe, etc. -- why do you think that these countries agreed to join NATO?
- Which one of these articles is the most important and why?

## NATO Charter Answer Key

- **What year was the NATO treaty signed? What conflict was going on in the world at this time?**
  - 1949. *The Cold War was in its infancy and the Berlin Airlift was winding down.*
- **What principles does NATO defend?**
  - *Peace, freedom, common heritage and civilization, democracy, individual liberty, the rule of law, stability, and security.*
- **According to Article One, how will NATO solve disputes? Why do you think this is the first article of the treaty?**
  - *They will attempt to solve disputes peacefully and avoid using threats and force. Having ended four years earlier, World War II was still fresh in all every nations mind. The destructiveness of that war helped lead to a creation of the UN to peacefully solve disputes between nations, rather than dragging nations and their allies into war again.*
- **Why do you think the “economic stability, well-being and collaboration is included as part of the treaty?**
  - *This was a response to the Great Depression that preceded World War II. In response to a severe recession, nations became economically isolated and adopted protectionist, which helped worsen the recession and create a worldwide depression.*
- **According to Article Three, what is each country responsible for?**
  - *Developing and maintaining their own capacity to resist armed attack (aka. Maintain their own standing armies to deploy in case of attack).*
- **What is the purpose of Article Five?**
  - *The purpose of Article Five is to provide deterrence to outside attack. If one of the NATO nation is attacked, it's viewed as an attack on all members and under the treaty's guidelines; they're obligated to offer assistance. Note that “assistance” can be defined by each individual country.*
- **After reading Article Six, list three countries you think signed this treaty.**
  - *United States, United Kingdom, Belgium, the Netherlands, Luxembourg, France, Canada, Portugal, Italy, Norway, Denmark, and Iceland.*
- **What does Article Eight ensure? Why is this important?**
  - *It ensures that countries who have signed the NATO agreement don't sign other agreements that conflict with their obligations to NATO. It is important because it ensures that the NATO participants enter the treaty without conflict.*
- **How are new members added to the NATO agreement?**
  - *New members must apply to the NATO treaty via the US government. They are admitted by the unanimous consent of the present members.*
- **Alliances are considered one of the major causes of World War I, looking at the effects of World War I – millions of deaths, financial hardship, rise of totalitarianism in Europe, etc. -- why do you think that these countries agreed to join NATO?**
  - *The United States and Western Europe feared Soviet Union aggression in Western Europe after World War II. They had already abandoned their pledge for free and fair elections to be held in Soviet Occupied Eastern Europe made at the*



**Group Members:** \_\_\_\_\_

### **NATO Scenario Discussion Questions**

*Answer these questions regarding the scenario provided to you and be prepared to present your findings to the class.*

1. Summarize the situation assigned to you. What are the major facts surrounding the event?
  
  
  
  
  
  
  
  
  
  
2. How did the NATO respond to the situation?
  
  
  
  
  
  
  
  
  
  
3. In your opinion, was the action an effective response to the crisis? Why or why not?
  
  
  
  
  
  
  
  
  
  
4. What sections of the North Atlantic Charter are related to this situation and/or this NATO action? How does this mission relate to NATO post-Cold War mission?
  
  
  
  
  
  
  
  
  
  
5. Would you have done anything differently if you were the Secretary General of NATO during this situation? Explain.
  
  
  
  
  
  
  
  
  
  
6. Do you think NATO should have been involved in this conflict? Why or why not?

## NATO Post Cold War – Group Scenario 1

### Instructions:

As a group, please read the scenario below and discuss the questions provided. If available, use your textbook or a computer to research additional information. After you have a good understanding of how your scenario relates to the Post-Cold War NATO, prepare a presentation that teaches your classmates about the facts surrounding the scenario and summarizes your response to the questions. Your final presentation should last 4-5 minutes and can be in whatever format you choose (i.e. lecture, dramatic representation, newscast, interview format, etc.) You can be creative, but make sure you effectively teach your classmates about your scenario and in particular, its connection to Post-Cold War NATO.

Assign the following roles within your group:

- **Facilitator:** Lead the group through sharing initial responses to the scenario and how it relates to the US Constitution. Pose each of the questions provided to the group and add your own thoughts as you facilitate the discussion. Make sure everyone participates and that the group stays on topic.
- **Recorder:** Take notes throughout the group's discussion of the scenario and the questions provided. Write down the group's final answers to the questions on notebook paper, while also participating in the discussion by offering your own thoughts and opinions.
- **Director:** Lead the group through brainstorming ideas for your presentation, making sure the focus is on educating the class about the details of your presidential scenario and how it relates to the Constitution. Help the group choose an idea and make sure everyone participates and stays on task as you write out your presentation and practice it.

Your group will have 20 minutes to complete this activity. You will be graded on having an organized, quality, and comprehensive presentation that teaches classmates about the important points of your scenario and its relationship to NATO.

### Scenario: Afghanistan

The 1999 Strategic Concept incorporated the lessons of NATO's new missions, changes in the post-Cold War security environment, and a cooperative approach to security. The new Concept also highlighted that future threats would be

"multidirectional and often difficult to predict". Events quickly brought home how prescient the Allies had been.

On 11 September 2001, terrorists used passenger airliners as weapons of mass destruction against targets in the United States. The shocking brutality of the attacks and the means used to achieve them demonstrated the vulnerability of open and democratic societies to a new form of asymmetrical warfare.

The next day, for the first time in the Alliance's history, the Allies invoked Article 5 of the Washington Treaty, NATO's collective defence provision, thereby affirming that an attack against one constituted an attack against them all.

The Alliance subsequently adopted measures to support the United States. It rapidly deployed vessels to the Eastern Mediterranean to board and search ships suspected of terrorist activity. This deployment continues today as Operation Active Endeavour, which now encompasses the entire Mediterranean.

In addition, individual Allies deployed forces to Afghanistan in support of the US-led operation against al Qaida – the terrorist group responsible for the 9/11 attacks – and the repressive Taliban regime that harboured it. The Alliance has been leading the follow-on peacekeeping mission, the International Security Assistance Force (ISAF), since August 2003.

Consecutive NATO summits in Prague (2002) and Istanbul (2004) sought to accelerate NATO's transformation into a dynamic Alliance capable of mounting operations outside NATO's traditional area of operations.

In addition to the international threat of terrorism, NATO leaders soon recognized that large-scale economic trends, technological and geopolitical developments, and environmental challenges could have major global effects that would impact NATO's future role and responsibilities.

The nature of the unconventional security challenges facing the Alliance in the 21<sup>st</sup> century are highlighted in NATO's current Strategic Concept, adopted at the Lisbon Summit in November 2010.

Firstly, the proliferation of nuclear weapons, other weapons of mass destruction, and their delivery systems threaten incalculable consequences for global stability and prosperity.

Secondly, terrorism poses a direct threat to the security of the citizens of NATO countries, and to international stability and prosperity more broadly, particularly if terrorists acquire nuclear, chemical, biological or radiological weapons.

Thirdly, instability or conflict beyond NATO's borders can directly threaten Alliance security by fostering extremism, terrorism, and transnational illegal activities such as trafficking in arms, narcotics and people.

Fourthly, cyber-attacks are becoming more frequent, more organized and more costly. Foreign militaries and intelligence services, organized criminals, terrorists and extremist groups can all be the source of such attacks. Laser weapons and technologies that impede access to space are also sources of concern.

In addition, all countries are increasingly reliant on the vital routes on which international trade, energy security and prosperity depend. As a larger share of world production is transported across the globe, energy supplies are increasingly exposed to disruption. Key environmental and resource constraints, including health risks, climate change, water scarcity and increasing energy needs will also shape the future security environment and have the potential to significantly affect NATO planning and operations. Finally, the conventional threat, once seemingly forgotten, has since re-emerged. Many regions and countries are acquiring modern military capabilities with consequences for Euro-Atlantic and international security that are difficult to predict. The proliferation of ballistic missiles poses a particularly serious challenge.

The 2010 Strategic Concept states that the Alliance should be capable of defending its members against new threats and managing even the most challenging crises.

Where conflict prevention proves unsuccessful, the Alliance must be prepared to manage hostilities. In a conflict's aftermath, NATO must help create lasting conditions for peace and security.

## NATO Post Cold War – Group Scenario 2

### Instructions:

As a group, please read the scenario below and discuss the questions provided. . If available, use your textbook or a computer to research additional information. After you have a good understanding of how your scenario relates to the Post-Cold War NATO, prepare a presentation that teaches your classmates about the facts surrounding the scenario and summarizes your response to the questions. Your final presentation should last 4-5 minutes and can be in whatever format you choose (i.e. lecture, dramatic representation, newscast, interview format, etc.) You can be creative, but make sure you effectively teach your classmates about your scenario and in particular, its connection to Post-Cold War NATO.

Assign the following roles within your group:

- **Facilitator:** Lead the group through sharing initial responses to the scenario and how it relates to the US Constitution. Pose each of the questions provided to the group and add your own thoughts as you facilitate the discussion. Make sure everyone participates and that the group stays on topic.
- **Recorder:** Take notes throughout the group's discussion of the scenario and the questions provided. Write down the group's final answers to the questions on notebook paper, while also participating in the discussion by offering your own thoughts and opinions.
- **Director:** Lead the group through brainstorming ideas for your presentation, making sure the focus is on educating the class about the details of your presidential scenario and how it relates to the Constitution. Help the group choose an idea and make sure everyone participates and stays on task as you write out your presentation and practice it.

Your group will have 20 minutes to complete this activity. You will be graded on having an organized, quality, and comprehensive presentation that teaches classmates about the important points of your scenario and its relationship to NATO.

### Scenario: Bosnia and Herzegovina

The nation of Yugoslavia, which was created in the wake of World War I, contained many different ethnic groups. Following the breakup of the Soviet Union in 1991, many Eastern European ethnic groups attempted to assert their political power and a war broke out between the Serbians and Croats/Bosnians in 1992.

NATO's involvement in Bosnia and Herzegovina began in 1992. In October of that year, NATO Airborne Warning and Control System aircraft, or AWACS, monitored operations in support of United Nations Security Council Resolution 781, imposing a no-fly zone over Bosnia and Herzegovina. Later NATO and the Western European Union began to enforce sanctions and an arms embargo imposed by UNSCR 787.

In August and September 1995, NATO Allies conducted air operations against Bosnian Serb forces. This action helped persuade the Bosnian Serb leadership to accept a peace settlement. NATO led peacekeepers arrived in Bosnia and Herzegovina in December 1995 under the Implementation Force (IFOR) to implement the military aspects of the peace accord. IFOR was succeeded by the Stabilization Force (SFOR) in December 1996. Forty-three different countries from NATO and around the world, including Russia, contributed to this force. Thanks in part to SFOR's presence, one million wartime refugees returned to their homes. Improvements in the security situation led to gradual reductions in troop numbers from the original 60 000 to 7 000. On 2 December 2004, SFOR was brought to a successful end and NATO handed over its peacekeeping responsibilities to a European Union forces. This EU operation continues with NATO support.

**Instructions:**

As a group, please read the scenario below and discuss the questions provided. If available, use your textbook or a computer to research additional information. After you have a good understanding of how your scenario relates to the Post-Cold War NATO, prepare a presentation that teaches your classmates about the facts surrounding the scenario and summarizes your response to the questions. Your final presentation should last 4-5 minutes and can be in whatever format you choose (i.e. lecture, dramatic representation, newscast, interview format, etc.) You can be creative, but make sure you effectively teach your classmates about your scenario and in particular, its connection to Post-Cold War NATO.

Assign the following roles within your group:

- **Facilitator:** Lead the group through sharing initial responses to the scenario and how it relates to the US Constitution. Pose each of the questions provided to the group and add your own thoughts as you facilitate the discussion. Make sure everyone participates and that the group stays on topic.
- **Recorder:** Take notes throughout the group's discussion of the scenario and the questions provided. Write down the group's final answers to the questions on notebook paper, while also participating in the discussion by offering your own thoughts and opinions.
- **Director:** Lead the group through brainstorming ideas for your presentation, making sure the focus is on educating the class about the details of your presidential scenario and how it relates to the Constitution. Help the group choose an idea and make sure everyone participates and stays on task as you write out your presentation and practice it.

Your group will have 20 minutes to complete this activity. You will be graded on having an organized, quality, and comprehensive presentation that teaches classmates about the important points of your scenario and its relationship to NATO.

**Scenario: Kosovo**

NATO's military intervention in Kosovo built upon the Alliance's experience in Bosnia and Herzegovina. In particular, the Alliance understood that any peacekeeping effort's success would be linked to close cooperation with international organizations. Before the intervention, NATO worked closely with the Organization for Security and Co-operation in Europe to monitor the situation and develop contingency plans, while putting pressure on the Yugoslav regime to comply with international demands for an end to the violent repression of the largely ethnic Albanian population.

In March 1999, the Alliance decided to launch an air campaign against the military and paramilitary structures of the Yugoslav government responsible for the repression. The decision was reached after all other options had been exhausted and peace talks had again failed to resolve the dispute.

The air campaign was to last 78 days and resulted in an end to all military action by the parties to the conflict; the withdrawal from Kosovo of the Yugoslav Army, Serbian police and paramilitary forces; agreement on the stationing in Kosovo of an international military presence; agreement on the unconditional and safe return of refugees and displaced persons; and assurance of a willingness on all sides to work towards a political agreement for Kosovo.

The mandate of the NATO-led Kosovo Force (KFOR) comes from a military-technical agreement signed by NATO and Yugoslav commanders and from UN Security Council Resolution 1244, both adopted in June 1999. KFOR was made responsible for deterring renewed hostility, establishing a secure environment and demilitarizing the Kosovo Liberation Army. In addition, KFOR supports the international humanitarian effort and works together with the international civilian presence, the UN interim, Administration Mission in Kosovo, to create a stable environment for Kosovo's future development.

Initially, KFOR counted some 50 000 men and women in its ranks from NATO member and partner countries under unified command and control. Following Kosovo's unilateral declaration of independence on 17 February 2008, NATO reaffirmed that KFOR's mandate remained unaffected and that peacekeepers would remain in Kosovo on the basis of UNSCR 1244, unless the Security Council decides otherwise.

As the security situation has improved, NATO has gradually adjusted KFOR's force posture to a "deterrent" presence: a smaller force relying more on flexibility and intelligence than on troop strength. The pace and level of troop reductions is decided according to the security situation on the ground. As of the spring of 2011, some 5,000 soldiers remain in KFOR. Over the-horizon reserve forces can be deployed if needed.

**Instructions:**

As a group, please read the scenario below and discuss the questions provided. If available, use your textbook or a computer to research additional information. After you have a good understanding of how your scenario relates to the Post-Cold War NATO, prepare a presentation that teaches your classmates about the facts surrounding the scenario and summarizes your response to the questions. Your final presentation should last 4-5 minutes and can be in whatever format you choose (i.e. lecture, dramatic representation, newscast, interview format, etc.) You can be creative, but make sure you effectively teach your classmates about your scenario and in particular, its connection to Post-Cold War NATO.

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Your group will have 20 minutes to complete this activity. You will be graded on having an organized, quality, and comprehensive presentation that teaches classmates about the important points of your scenario and its relationship to NATO.

**Scenario: Macedonia**

In August 2001, the president of the former Yugoslav Republic of Macedonia\* requested the support of NATO to disarm ethnic Albanian groups. NATO agreed, on the condition that the government reinstate certain minority rights. Special envoys from various countries and international organizations, including NATO, brokered a political settlement between the government and representatives of the country's ethnic Albanian community. This opened the way for NATO to deploy some 3 500 troops on a 30-day mission to disarm ethnic Albanians on a voluntary basis. These initiatives helped lay the groundwork for reconciliation and reconstruction in the country.

At Skopje's request, NATO troops remained in the country providing protection for monitors from the European Union and the Organization for Security and Co-operation in Europe until the end of March 2003, when the mission was taken over by the European Union.

KFOR is now the only remaining large scale Allied force deployment in the Balkans, although NATO maintains headquarters in Sarajevo and Skopje to assist the host governments in defence reform. Over the years, NATO's policy in the Western Balkans has shifted from peacekeeping and crisis management towards developing partnership with and promoting the Euro-Atlantic integration of the region. In accordance with its Open Door policy, NATO has welcomed several countries from the region as members.

**Instructions:**

As a group, please read the scenario below and discuss the questions provided. If available, use your textbook or a computer to research additional information. After you have a good understanding of how your scenario relates to the Post-Cold War NATO, prepare a presentation that teaches your classmates about the facts surrounding the scenario and summarizes your response to the questions. Your final presentation should last 4-5 minutes and can be in whatever format you choose (i.e. lecture, dramatic representation, newscast, interview format, etc.) You can be creative, but make sure you effectively teach your classmates about your scenario and in particular, its connection to Post-Cold War NATO.

Assign the following roles within your group:

- **Facilitator:** Lead the group through sharing initial responses to the scenario and how it relates to the US Constitution. Pose each of the questions provided to the group and add your own thoughts as you facilitate the discussion. Make sure everyone participates and that the group stays on topic.
- **Recorder:** Take notes throughout the group's discussion of the scenario and the questions provided. Write down the group's final answers to the questions on notebook paper, while also participating in the discussion by offering your own thoughts and opinions.
- **Director:** Lead the group through brainstorming ideas for your presentation, making sure the focus is on educating the class about the details of your presidential scenario and how it relates to the Constitution. Help the group choose an idea and make sure everyone participates and stays on task as you write out your presentation and practice it.

Your group will have 20 minutes to complete this activity. You will be graded on having an organized, quality, and comprehensive presentation that teaches classmates about the important points of your scenario and its relationship to NATO.

**Scenario: Libya**

Following attacks by the regime of Libyan President Muammar Qadhafi on civilians in the aftermath of a popular uprising in Libya in the spring of 2011, the United Nations Security Council adopted Resolutions 1970 and 1973 that, among other measures, called for an arms embargo and a no-fly zone. Resolution 1973 further authorized member countries and regional organizations to take "all the necessary measures" to protect civilians and population centres in the country from the threat of attack. An international coalition soon began enforcement of the Security Council's mandate.

In March 2011, NATO Allies decided to take on all military operations regarding Libya under UN mandate. The purpose of NATO's Operation Unified Protector is to implement all military aspects of UN Security Council Resolutions 1970 and 1973. Allies have moved swiftly to enforce the arms embargo and the no-fly zone mandated by the resolutions, and to take further measures to protect civilians and civilian populated areas under attack or threat of attack.



For implementing the arms embargo, NATO warships and aircraft are patrolling the approaches to Libyan territorial waters. NATO verifies the shipping in the region separating out legitimate commercial or humanitarian traffic from suspicious vessels that warrant closer inspection. If weapons, related materials or mercenaries are found, the vessel and its crew can be denied the right to continue to their destination. For protecting civilians and civilian populated areas, NATO conducts reconnaissance, surveillance and information-gathering operations to identify those forces that present a threat to the Libyan people. NATO air and maritime assets can then engage military targets on the ground, at sea or in the air. This way a growing range of the Qadhafi regime's military equipment and infrastructure have been destroyed or damaged. In the targeting, NATO makes every effort to prevent harm to the civilian population and to facilitate the delivery of humanitarian aid.

After seven months of operations at sea and in the air NATO has ended its mission for Libya. The Alliance's job to protect civilians from the threat of attack is done. On his historic first visit on 31 October to the Libyan capital of Tripoli, NATO Secretary General Anders Fogh Rasmussen said he was proud of the part the Organization and its partners played in helping the country and the region.

"When the United Nations took the historic decision to protect you, NATO answered the call. We launched our operation faster than ever before. More than 8,000 servicemen and women took part in our mission for Libya. We were effective, flexible and precise," Rasmussen said.

Name: \_\_\_\_\_

### Post-Cold War NATO – Presentation Viewing Sheet

Scenario 1 - Country: \_\_\_\_\_

Summarize the situation:

Was NATO's response appropriate? Why or why not?

Scenario 2 - Country: \_\_\_\_\_

Summarize the situation:

Was NATO's response appropriate? Why or why not?

Scenario 3 - Country: \_\_\_\_\_

Summarize the situation:

Was NATO's response appropriate? Why or why not?

Scenario 4- Country: \_\_\_\_\_

Summarize the situation:

Was NATO's response appropriate? Why or why not?

Scenario 5 - Country: \_\_\_\_\_

Summarize the situation:

Was NATO's response appropriate? Why or why not?