



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to assist North Carolina educators in effective instruction of the new Common Core State and/or North Carolina Essential Standards (Standard Course of Study) in order to increase student achievement. NCDPI staff are continually updating and improving instructional tools to better serve teachers.

Essential Standards: The Cold War • Unpacked Content

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

What is the purpose of this document?

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?

Descriptions of what each standard means a student will know, understand and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?

You can find the standards alone at <http://www.dpi.state.nc.us/acre/standards/new-standards/>

Note on Numbering: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Governance, **C**–Culture

History

Essential Standard:

12.H.1 Apply historical inquiry and methods to understand the Cold War.

Concept(s):

Clarifying Objectives

Unpacking

What does this standard mean a student will understand, know, and be able to do?

12.H.1.1 Evaluate historical interpretations and narratives on freedom and equality in terms of perspective, logic, use of evidence, and possible bias.

The student will understand that:

- Individual and group biases shape attitudes toward freedom and equality.
- Political and economic status as well as nationalistic ideas helps to shape the major themes of an era.

The student will know:

- The role that propaganda played during the Cold War.
- Major themes that shaped the Cold War era i.e. freedom, equality, control

The student will be able to:

- Detect biased perspectives in historical interpretations and narratives.
- Research and interpret historical events including multiple perspectives

Resources:

- [*Soviet Russia propaganda posters against USA*](#)
- [*United States and Soviet Propaganda*](#)
- [*10 Amazing Cold War Propaganda Posters*](#)
- *The Cold War*, Susan Eikov Green, 1990
- *The Cold War: A History*, Martin Walker, 1994
- *Cold War: An Illustrated History, 1945-1991*, Jeremy Isaacs, 1998
- *The Almanac of American History*, Arthur M. Schlesinger, Jr, 1993
- *The Great American History Fact-Finder*, Pam Cornelison and Ted Yanak, 2004

12.H.1.2 Analyze multiple perspectives of the Cold War by leaders, participants and spectators of the moment.	The student will understand that: • Nations often emerge as military powers as a result of war. • Political powers often define world views of contemporary time. • Diplomatic turning points of war can determine future conflicts . • National leadership impacts the perspective of participants and spectators of a particular era. • Decision-making processes based on competing interests may cause mistrust and conflict. The student will know: • How and why the US and USSR emerged as the two leading military powers after World War II. • The various perspectives of Cold War leaders. The student will be able to: • Analyze differing points of view about historical events. Resources: • Cold War 1-2: Interpretations of the Atomic Bomb • The 9th of January, 1905 - The Russian Revolution • <i>Nicholas and Alexandra</i> is a 1971 biographical film which tells the story of the last Russian monarch
12.H.1.3 Analyze primary sources in terms of the creator's perspective, purpose, the historical context in which each was produced, and their significance to the Cold War.	The student will understand that: • Primary sources are a means to understand historical context. The student will be able to: • Analyze a variety of primary sources (and secondary as necessary) to understand meaning, purpose, and context. Resources: • The Postdam Agreement • Winston Churchill's Iron Curtain Speech

	• <u>The Marshall Plan Speech</u> • <u>The Truman Doctrine</u> • <u>List of Cold War Primary Documents</u> • <i>The Cold War</i>, Susan Eikov Green, 1990 • <i>The Cold War: A History</i>, Martin Walker, 1994 • <i>Cold War: An Illustrated History, 1945-1991</i>, Jeremy Isaacs, 1998 • <i>Cold War</i>, Steve Crawford, 2009 • <i>The Good Servant: Making Peace With The Bomb at Los Alamos</i>, Janet Bailey, 1995 • <i>The Almanac of American History</i>, Arthur M. Schlesinger, Jr, 1993 • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004 • <i>The Patterns of World Politics</i>, 2nd ed. Kim Richard Noss (forthcoming)
12.H.1.4 Use historical inquiry and methods to generate questions, theories, debates and narratives from a variety of sources.	The student will be able to: • Generate questions and theories about a particular topic. • Debate the particulars of a given topic. • Develop a historical narrative about a particular topic. • Interpret historic places from a first person and third person perspective. • Use a variety of primary sources to building inferences and test hypotheses. The student will know: • Historical inquiry is a multifaceted phenomenon. • The methodology and models for historical inquiry vary. • How historians and other social scientists engage in scientific inquiry. Resources: • <i>The Almanac of American History</i>, Arthur M. Schlesinger, Jr, 1993 • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004

History

Essential Standard:

12.H.2 Understand factors that led to the development of the Cold War.

Concept(s):

Clarifying Objectives

12.H.2.1 Compare competing historical interpretations on the origins of the Cold War.

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand that:

- Nationalistic ideas help to shape the major themes of an era.

The student will know that:

- The following events shape the beginnings of the Cold War:
 1. Yalta Conference and the conflict between the US, UK, and USSR.
 2. The containment policy and the Truman Doctrine.
 3. The Marshall Plan and the Berlin airlift.
 4. North Atlantic Treaty Organization (NATO) and the Warsaw Pact.
 5. Communist revolution in China.
 6. The Korean War
- Various historical interpretations on the origins of the Cold War

For example:

There are several competing interpretations:

1. Stalin's aggression and expansionism caused the Cold War
2. US policy in Europe forces Stalin into defensive mode (USA role as policeman of world)

Resources:

- *Cold War*, Steve Crawford, 2009.

	• <i>The Good Servant: Making Peace With The Bomb at Los Alamos</i>, Janet Bailey, 1995. • <i>Countdown: A History of Space Flight</i>, T. A. Heppenheimer, 1997. • <i>The Almanac of American History</i>, Arthur M. Schlesinger, Jr, 1993. • Biography of Harry S. Truman • <i>America: The Story of US</i>, Video Series from the History Channel. 2010.
12.H.2.2 Analyze the development of competing ideologies prior to World War II in terms of social, economic and intellectual factors.	The student will understand that: • Competing ideologies may develop different social, economic, and intellectual dynamics throughout the world. The student will know: • The US idea of capitalism/democracy and USSR concept of communism/totalitarianism fall directly in opposition of each other. • These ideologies fuel the conflict between these two nations and eventually the world's nations side with one or the other. For example: The movement of the United States from an isolationist foreign policy to one of intervention was a major ideological change for the country. Nazi ideology condemned many ideologies and systems as being associated with the Jews, such as: capitalism, democracy, liberalism, Marxism, parliamentary politics, and trade unionism. • These ideologies were integrated into the economic, political, and social culture of other nations. Resources: • Little known Facts of WWII • World War II: Before the War • <i>The Almanac of American History</i>, Arthur M. Schlesinger, Jr, 1993.

	• <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • <i>America: The Story of US</i>, Video Series from the History Channel. 2010.
12.H.2.3 Analyze events and conferences of World War II in terms of competing priorities, philosophies and perceptions of Allied leaders.	The student will understand that: • Competing ideologies may develop different social, economic, and intellectual dynamics throughout the world. For example: The “Big Three” (US, UK, and USSR) meet at conferences in Yalta and Potsdam The student will know: • During World War II, Britain and the USA were allies of the Soviet Union but the only thing that united them were their hatred of Germany. • In 1945, “the Big Three” held two conferences – at Yalta and later in Potsdam. These meetings were to sort out how they would reorganize the world after the war. • The priorities and philosophies of each of the nations involved (US, UK, and USSR) and their perceptions of each other. • It was at these conferences that the tensions between the two sides would escalate into the Cold War. Suggested Resources: • Yalta and Potsdam • Online Video: Yalta Conference • Online Video: Potsdam Conference • <i>The Almanac of American History</i>, Arthur M. Schlesinger, Jr, 1993. • <i>The Cold War</i>, Susan Eikov Green, 1990. • <i>The Cold War: A History</i>, Martin Walker, 1994. • <i>The Patterns of World Politics</i>, 2nd ed. Kim Richard Noss (forthcoming) • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • <i>America: The Story of US</i>, Video Series from the History Channel. 2010.

12.H.2.4 Evaluate the extent to which the events and conferences of World War II initially created Cold War tensions in terms of competing priorities, philosophies and perceptions of Allied leaders.	The student will understand that: - Competing ideologies may develop different social, economic, and intellectual dynamics throughout the world. For example: The “Big Three” (US, UK, and USSR) meet at conferences in Yalta and Potsdam The student will know: - The criteria to evaluate impact these events had on creating Cold War tensions. Suggested Resources: Yalta and Potsdam Online Video: Yalta Conference <i>The Cold War</i>, Susan Eikov Green, 1990. <i>The Cold War: A History</i>, Martin Walker, 1994. <i>The Almanac of American History</i>, Arthur M. Schlesinger, Jr, 1993. <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004.
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History

Essential Standard:

12.H.3

Understand the causes, actions, and implications of various Cold War regional conflicts.

Concept(s):

Clarifying Objectives

12.H.3.1 Explain the causes, actions, and implications of various European conflicts during the Cold War, including but not limited to those conflicts in Czechoslovakia, Yugoslavia, Berlin/Germany, and Hungary.

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand that:

- Conflicts between competing ideologies may have implications far beyond those nations involved.
For example:
- During World War II, the Nazi (German) forces occupied parts of Turkey.
- The Germans controlled all the most critical cities of Greece, including Athens, Thessalon, Crete, and many Aegean Islands.
- The Axis power in an around Turkey and Greece provided the causes for the rise of many sympathetic movements gravitating toward Communism. The US felt that it should intervene so Communism would not take hold in those countries.
- The fear of Communism was a force of concern for the US in Yugoslavia, Berlin, and Hungary as well.

The student will know:

- The state of Europe at the end of World War II(including Germany).
- The US, Britain, France and the Soviet Union took control of these war torn areas.
- Completing ideas on just how these areas should be managed provided conflict during the Cold War.

	Suggested Resources: <u>Online Video: Turning Points of History-The Berlin Wall</u> <u>History of Yugoslavia 1941-1989</u> <u>News Reel: Hungarian Revolution crushed by Soviets</u> <u>Harry S. Truman - Online Video</u>
12.H.3.2 Explain the causes, actions, and implications of various Asian conflicts during the Cold War, including but not limited to those conflicts in China, Korea, Vietnam, Laos and Cambodia.	The student will understand that: • Conflicts between completing ideologies may have implications far beyond those nations involved. • Nations engaged in military action may causes unintended results. • Different conflicts require different diplomatic and military strategies and tactics The student will know: • The economic, political, and social backgrounds of various nations involved in the Cold War. For example: 1. The Revolution in China causes fear in the US as another country falls to Communist Rule. 2. Attempting to prevent the spread of Communism, the US embark in years of war and turmoil in Southwest Asia. 3. China is run by the Communist Party, which bases its legitimacy on delivering both stability and the conditions for prosperity. But stability is under the threat Communism Rule. 4. Vietnam is a Communist control country, even after years of continuous war to prevent it. 5. Korea is a country split by democracy and Communism. This divined country is a result of a Cold War conflict that still is not resolved.

	• The various strategies and tactics used by the US during various Cold War conflicts. • The results of various Cold War conflicts. Note: Suggested Resources: <u>HC: The Vietnam War part 1 of 5 (each part may be accessed from this link)</u> <u>PBS Documentary : China from the Inside (Power and the People) Full Video Vietnam-25 years later</u> <u>Korean War 1950 to 1953 part 1 (the other 2 parts may be accessed from this link)</u> <i><u>The Almanac of American History</u></i>, Arthur M. Schlesinger, Jr, 1993.
12.H.3.3 Explain the causes, actions, and implications of various Middle Eastern conflicts during the Cold War, including, but not limited to those conflicts in Iran, Turkey, Egypt, and Afghanistan.	The student will understand that: • Conflicts between completing ideologies may have implications far beyond those nations involved. • Nations engaged in military action may causes unintended results. • Different conflicts require different diplomatic and military strategies and tactics The student will know: • The economic, political, and social backgrounds of various nations involved in the Cold War. For example: 1. The United States and the Soviet Union were key players in waging and halting conflict in the Middle East between 1967 and 1973. These were critical years in the Arab-Israeli conflict. The effects of this conflict is still evident today. 2. Modern Middle Eastern geopolitics is about oil and the possession of it. The

	Middle East owns vast reserves of this valuable resource. Present and past Imperial and Super Powers, such as France, England, Germany, Soviet Russia, and the United States have spent billions to control and by proxy control access to these regions. • The various strategies and tactics used by the US during various Cold War conflicts. • The results of various Cold War conflicts. Suggested Resources: <u>Suggested Lesson Plan for AP History on Post Cold War conflict in the Middle East</u> <u>The Cold War as a Global Conflict</u>
12.H.3.4 Explain the causes, actions, and implications of various Latin American conflicts during the Cold War, including but not limited to those conflicts in Cuba, Guatemala, and Chile.	The student will understand that: • Conflicts between completing ideologies may have implications far beyond those nations involved. • Nations engaged in military action may causes unintended results. • Different conflicts require different diplomatic and military strategies and tactics The student will know: • The economic, political, and social backgrounds of various nations involved in the Cold War. For example: In Latin America, by the 1960s, Communist gained influence in these regions, prompting fears in the United States that Latin American political instability could become a threat to the national security of the nation. Throughout the Cold War, the United States acted as an obstruction to

	Marxist revolutions. The CIA played key roles in the overthrow or attempted defeat of governments that were pro-communist, such as Guatemala, Cuba, and Chile. • The various strategies and tactics used by the US during various Cold War conflicts. • The results of various Cold War conflicts. Suggested Resources: • The Cold War as a Global Conflict • <i>The Almanac of American History</i>, Arthur M. Schlesinger, Jr, 1993.
12.H.3.5 Explain the causes, actions, and implications of various African conflicts during the Cold War, including but not limited to those conflicts in Angola, Somalia, and Ethiopia.	The student will understand that: • Conflicts between completing ideologies may have implications far beyond those nations involved. • Nations engaged in military action may causes unintended results. • Different conflicts require different diplomatic and military strategies and tactics. The student will know: • The economic, political, and social backgrounds of various nations involved in the Cold War. For example: During the 1970s and 1980s, the competition between the superpowers in Africa was an important factor in starting conflicts and sustaining them. The Americans and the Soviets (also the British and the French) competed for “the hearts and minds” of the African leaders and their followers. They also competed for the mineral resources of the continent. The Soviet Union accuses the United States of asking Israeli to attack and

seize the Sinai, Gaza Strip, the West Bank, East Jerusalem, and the Golan Heights. This is known as the Six Day War.

Somali Jihad (1899-1905) Somali tribesmen led by a religious leader waged a desert guerrilla war against Britain, Italy and Ethiopia.

Somali Border War with Ethiopia and Kenya(1964). Ethiopia and Kenya waged war against Somalia.

In Africa, the USSR became actively involved when the Portuguese government abandoned its war against nationalist guerrillas in the colonies of Angola and Mozambique (1974).

Ethiopia-Somali Border Clashes (1982)

Ethiopian Involvement in Somali Civil War (2006-Present)

- The various strategies and tactics used by the US during various Cold War conflicts.
- The results of various Cold War conflicts.

Suggested Resources:

- *Angola and Mozambique: Postcolonial Wars in Southern Africa*, James Ciment, 1997.
- [Ethiopia-Oromo Conflicts \(1800's-Present\)](#)
- *The Cold War: A History*, Martin Walker, 1994.
- *Cold War: An Illustrated History, 1945-1991*, Jeremy Isaacs, 1998.
- *The Patterns of World Politics*, 2nd ed. Kim Richard Noss (forthcoming)

History

Essential Standard:

12.H.4 Analyze Cold War policies, doctrines and diplomacy in terms of their development, implementation and strategic relevance.

Concept(s):

Clarifying Objectives

Unpacking

What does this standard mean a student will understand, know and be able to do?

12.H.4.1 Analyze various policy plans and doctrines in terms of their development, implementation and strategic relevance during the Cold War.

The student will understand that:

- Diplomatic, economic, and/or military needs may change over time.
- Different conflicts require different diplomatic and military strategies and tactics.

The student will know:

- The reasons behind the US policy of Containment.
- The reasons the Soviets expanded their sphere of influence.
- Deployment of arms and munitions throughout various countries in Europe and Cuba.
- How US and Soviet policies led to the unfolding of events during the Cold War.

Suggested Resources:

- *10 Days That Unexpectedly Changed America*, History Channel Video Series, Episode 8: Einstein's Letter.
- *The Great American History Fact-Finder*, Pam Cornelison and Ted Yanak, 2004.
- *'Struggle or survival' manning the Cold War Army*, VFW: Veterans of Foreign Wars Magazine, Richard Kolb, 1997.
- *America: The Story of US*, Video Series from the History Channel. 2010.

12.H.4.2 Analyze various post world war II alliances in terms of their

The student will understand that:

- Military alliances may lead to both secure and unstable relationships.

development and strategic relevance during the Cold War.	The student will know: • The fear of Communism in Europe convinced the United States to reverse its traditional policy of avoiding permanent alliances. • In 1949 the United States and 11 other nations created NATO (North Atlantic Treaty Organization). • The Soviet bloc countries in response formed the Warsaw Treaty Organization in 1955. • These create a high amount of fear between the US and the USSR, but also produce a stable environment. Suggested Resources: • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • History of NATO at The History Channel
12.H.4.3 Analyze the doctrine of "Mutual Assured Destruction" in terms of its impact on the development of new technologies and strategies during the Cold War.	The student will understand that: • Certain military options have no clear winner. The student will know: • Mutually Assured Destruction (MAD) is a military doctrine which relies on the principle that if a country with nuclear weapons attacks another with nuclear weapons, the end result will be destruction of both. • The MAD theory leads to massive stockpiling of nuclear weapons and an arms race between opposing sides. • The potential impact of a full-scale nuclear war on the environment. Suggested Resources: • <i>10 Days That Unexpectedly Changed America</i>, History Channel Video Series, Episode 8: Einstein's Letter. • Who Speaks for Earth by Carl Sagan • Carl Sagan on Nuclear Winter • Nuclear War: Atomic Explosions. Hydrogen Bombs.

	• <u>Getting MAD: Nuclear Mutual Assured Destruction, Its Origins and Practice</u>, Henry D. Sokolsk, 2004. • <u>The Great American History Fact-Finder</u>, Pam Cornelison and Ted Yanak, 2004.
12.H.4.4 Explain the impact of competing interpretations of communism/socialism, such as Stalinism and Maoism, on Cold War policies and diplomacy.	The student will understand that: • Different interpretations of Communism/Socialism may lead to conflicts between countries. The student will know: • Marxism (the Foundations of socialism and communism) abolishes private ownership and seeks to create a classless society. • As the past shows Communism really just sets up an authoritarian government, with the best goods and services going to those in government not the people. • Leninism (builds on the ideas of Karl Marx) states that Imperialism is the true form of Capitalism. • Communism can only come from workers being organized through a "Communist Party". • Stalinism is a form of Communism that uses propaganda to create an idealized hero of an absolute dictator; it also uses secret police to silence political dissent. • Maoism is a form of Communism based on the agrarian class. • Mao focused his form of Communism on the peasantry/poor farmers as the main revolutionary force that was to be led by the proletariat/industrial worker. • The fallacies and benefits of Communism and the competition between them. • Capitalism has done more to bring prosperity to the world than any other economic system. Suggested Resources: • <u>The Great American History Fact-Finder</u>, Pam Cornelison and Ted Yanak, 2004. • <u>The Cold War</u>, Susan Eikov Green, 1990. • <u>The Cold War: A History</u>, Martin Walker, 1994. • <u>Cold War: An Illustrated History, 1945-1991</u>, Jeremy Isaacs, 1998. • <u>Cold War</u>, Steve Crawford, 2009.

12.H.4.5 Explain the onset and impact of the decline of European colonialism, and the subsequent rise of nationalism on Cold War policies and diplomacy.	The student will understand that: • Nationalism may drive cultural and economic expansion. • Colonialism may have both positive and negative effects. The student will know: • Consequences of colonialism for native populations • The reasons for the decline of European colonialism • The consequences of European colonialism. For example: Colonization of Africa and India. Suggested Resources: • "Colonies and Colonialism." MSN Encarta. • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004.
12.H.4.6 Exemplify strategic compromises during the Cold War.	The student will understand that: • Political/economic/militarily needs may change over time. The student will know: • The background surrounding varies strategic compromises. For example: The Soviet Union and the United States agree to install a hot-line, which allows both countries to directly communicate during a crisis. U.S. President Richard Nixon visits communist China, leading to better relations with them during the Cold War, the first U.S. leader to do so. Strategic Arms Limitation Treaty I (SALT I) is signed by the Soviet Union and the United

	States, limiting the proliferation of weapons, including nuclear missiles. Strategic Arms Limitation Treaty II (SALT II) is agreed upon by the Soviet Union and the United States, limiting the proliferation of weapons, including nuclear missiles. The United States chose not to ratify the treaty in response to the Soviet invasion of Afghanistan. Mikhail Gorbachev eases away from old communist policies. Ronald Reagan and Mikhail Gorbachev sign INF treaty, which removes medium and short-range nuclear missiles. START (Strategic Arms Reduction Treaty) was a treaty between the United States and the Soviet Union on the reduction and limitation of strategic offensive weapons. Suggested Resources: • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • <i>The Almanac of American History</i>, Arthur M. Schlesinger, Jr, 1993.
12.H.4.7 Evaluate the effectiveness of Cold War policies adopted by the United States and the Soviet Union in terms of their enduring cultural, economic and diplomatic impacts.	The student will understand that: • Political/cultural policies may endure long after their conception. The student will know: • The criteria to assess the effectiveness of various Cold War policies such as the cultural, economic, and diplomatic impacts.

	Suggested Resources: • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • <i>The Almanac of American History</i>, Arthur M. Schlesinger, Jr, 1993. • <i>America: The Story of US</i>, Video Series from the History Channel. 2010.
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History

Essential Standard:

12.H.5 Analyze leadership in terms of its influence on the events and outcome of the Cold War.

Concept(s):

Clarifying Objectives

12.H.5.1 Analyze the beliefs and decisions of United States Presidents, from Truman to Bush, and their administrations in terms of their influence on Cold War events.

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand that:

- The beliefs and decisions of world leaders may influence global events.

The student will know:

- The background surrounding the decisions of various US Presidents.

For example:

U.S. President Harry Truman supports Greek and Turkish efforts to fight communism. It marks the beginning of the Truman doctrine.

The Korean War begins (U.S. President Harry Truman), it is the first armed conflict in the Cold War. It is the first war between communism and democracy

Central Intelligence Agency is created by U.S. President Dwight Eisenhower.

	The Cuban Missile Crisis (U.S. President John F Kennedy) sparks a major confrontation between the United States and the Soviet Union. The United States Congress approves the Gulf of Tonkin Resolution, which grants U.S. President Johnson authority to send troops to South Vietnam as he requested. U.S. Presidents adopt the “Domino Effect”, added it to the Containment Policy. U.S. President Richard Nixon starts Detente. U.S. President Richard Nixon visits communist China, leading to better relations with the country. U.S. President Jimmy Carter condemns the Soviet Invasion of Afghanistan. U.S. President Jimmy Carter prevents the U.S. Olympic Team from completing in the 1976 competition. U.S. President Ronald Reagan supports the British war in the Falkland Islands. U.S. President Ronald Reagan invades countries of Granada and Panama on the grounds of US interest and security. U.S. President Ronald Reagan calls the USSR “Evil Empire”, further escalating tensions with that country. U.S. President Ronald Reagan introduces Strategic Defense Initiative, or "Star Wars" - a space-based defense shield intended to destroy attacking nuclear missiles. The Strategic Arms Reduction Talk (START) is signed by U.S. President George H. W. Bush and Soviet Mikhail Gorbachev.
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	The Strategic Arms Reduction Talk (START) is signed by U.S. President George H. W. Bush and Soviet leader Mikhail Gorbachev. Suggested Resources: • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • <i>The Cold War</i>, Susan Eikov Green, 1990. • <i>The Cold War: A History</i>, Martin Walker, 1994. • <i>Cold War: An Illustrated History, 1945-1991</i>, Jeremy Isaacs, 1998. • <i>Cold War</i>, Steve Crawford, 2009. • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • <i>The Almanac of American History</i>, Arthur M. Schlesinger, Jr, 1993. • <i>The Patterns of World Politics</i>, 2nd ed. Kim Richard Noss (forthcoming) • <i>America: The Story of US</i>, Video Series from the History Channel. 2010.
12.H.5.2 Analyze the beliefs and decisions of General Secretaries of the Soviet Union, from Stalin to Gorbachev, and the Communist Party in terms of their influence on Cold War events.	The student will understand that: • The beliefs and decisions of world leaders may influence global events. The student will know: • The background surrounding the decisions of various general secretaries. For example: The USSR explodes its own atomic device in 1949. Stalin expresses his view that as long as capitalism (the U.S.A.) existed, war was inevitable. The Soviet Union becomes a superpower. Soviet Invasion of Hungary, under the direction of Secretary Nikita Khrushchev, in 1956. In 1961, Secretary Nikita Khrushchev authorized the placement of a number of medium and intermediate range ballistic nuclear missiles with the ability to strike most of the continental United States. Construction begins on the Berlin Wall, under the direction of Secretary Nikita Khrushchev (1962).

	Soviet Invasion of Czechoslovakia, under the direction of Secretary Leonid Brezhnev, in 1966. Soviet Invasion of Afghanistan, under the direction of Secretary Leonid Brezhnev, in 1966, leading to strained relations with the U.S. and the U.S.S.R. The collapse and breakup of the Soviet Union in 1991 (Secretary Mikhail Gorbachev) ends Russia's claim to superpower status. Suggested Resources: • <i>The Cold War: A History</i>, Martin Walker, 1994. • <i>Cold War: An Illustrated History, 1945-1991</i>, Jeremy Isaacs, 1998. • <i>Cold War</i>, Steve Crawford, 2009 • <i>The Patterns of World Politics</i>, 2nd ed. Kim Richard Nossa (forthcoming)
12.H.5.3 Analyze the beliefs and actions of anti-Communist leaders such as Syngman Rhee, Ngo Dinh Diem, Chiang Kai-Shek, Fulgencio Batista and Mohammad Rezā Shāh Pahlavi, in terms of their influence on the events of the Cold War.	The student will understand that: • The beliefs and decisions of world leaders may influence global events. The student will know: • Each of these leaders are know for their strong view against Communism and support, for the most part, of the United States. • How the U.S. used anti-Communist leaders to further their nation’s political, economic, ad military goals. Suggested Resources: • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • <i>The Cold War</i>, Susan Eikov Green, 1990. • <i>The Cold War: A History</i>, Martin Walker, 1994. • <i>The Patterns of World Politics</i>, 2nd ed. Kim Richard Nossa (forthcoming)
12.H.5.4 Analyze the beliefs and actions of anti-Capitalist leaders, such as	The student will understand that: • The beliefs and decisions of world leaders may influence global events.

Kim Il Sung, Ho Chi Minh and Fidel Castro in terms of their influence on the events of the Cold War.	The student will know: • Each of these leaders are known for their strong view against Capitalism and support, for the most part, of the Soviet Union. • How the USSR used anti-Capitalist leaders to further their nation's political, economic, and military goals. Suggested Resources: • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • <i>The Cold War</i>, Susan Eikov Green, 1990. • <i>The Cold War: A History</i>, Martin Walker, 1994. • <i>The Patterns of World Politics</i>, 2nd ed. Kim Richard Noss (forthcoming)
12.H.5.5 Evaluate the effectiveness of third world leaders, such as Jawaharlal Nehru, Gamal Abdel Nasser and Josip Broz Tito in using the strategy of "non-alignment" during the Cold War.	The student will understand that: • The beliefs and decisions of world leaders may influence global events. The student will know: • Each of these leaders are known for their somewhat strong views of Independence and neutrality during their years in power. • Actions, though, may show that several of these leaders appeared to lean toward one side or the other.
12.H.5.6 Evaluate the outcome of the Cold War in terms of the roles played by various leaders such as Ronald Reagan, Lech Walesa, Vaclav Havel, Margaret Thatcher and Mikhail Gorbachev.	The student will understand that: • The beliefs and decisions of world leaders may influence global events. The student will know that: • The criteria by which various world leaders influenced the outcome of the Cold War For example: The collapse of the Union of Socialist Soviet Republics radically changes the world's economic and political environment.

The credit for that collapse of the Soviet Union goes to multiple players: Lech Walesa and his Solidarity movement in Poland, Vaclav Havel and his Charter 77 movement in Czechoslovakia, dissidents like Alexander Solzhenitsyn, Pope John Paul II, Margaret Thatcher, Ronald Reagan.

Mikhail Gorbachev and his role in the collapse of communism in the USSR.

Suggested Resources:

- Video: Ronald Reagan: Rendezvous With Destiny
- Suggested Resources:
- *The Great American History Fact-Finder*, Pam Cornelison and Ted Yanak, 2004.
- *The Cold War*, Susan Eikov Green, 1990.
- *The Cold War: A History*, Martin Walker, 1994.
- *The Patterns of World Politics*, 2nd ed. Kim Richard Noss (forthcoming)
- *The Presidents*, Video Series of the History Channel, 1991.
- [Online Video: The Biography of Margaret Thatcher](#)
- [Online Video: Biography of Mikhail Gorbachev](#)
- [Reagan: Tear Down This Wall](#)
- [Vaclav Havel Memorandum](#)
- [Velvet Revolution of 1989](#)
- [Lech Walesa - Biography](#)

History

Essential Standard:

12.H.6 Analyze derivatives of the Cold War in terms of their development, implementation and impacts on various people and places.

Concept(s):

Clarifying Objectives

Unpacking

What does this standard mean a student will understand, know and be able to do?

12.H.6.1 Analyze nuclear technology in terms of its development, proliferation and impacts on various places.

The student will understand that:

- The development and proliferation of nuclear technology may change the political and economic structure of the world.

The student will know:

- The effects of nuclear technology can be seen on a world wide scale.
- The United States emerged from the Cold War as the single greatest military superpower of the world.
- After the Cold War, nuclear weapons and other weapons of mass destruction are a potential threat to peace and stability.

Suggested Resources:

- [IAEI Home Page](#)

12.H.6.2 Analyze Cold War perceptions of loyalty in terms of their development and impacts on the decisions and liberties of various people.

The student will understand that:

- Political and economic allegiances may influence the decisions of government.
- Governments may question the loyalty of their citizenry in times of conflict or crisis.
- A nation's economic status may change based on its allegiances with other countries.

The student will know:

- Questions of loyalty within the US and USSR caused conflict.

For Example:

	1. McCarthyism questioned the loyalty of US citizens. 2. Soviet totalitarian control kept its citizens in line with the government. • The economic relationships among various nations For example: Soviet's centrally-focused economy had been maintained for decades in order to meet the demands of a war. After the collapse, the economy in shambles, unable to reorganize to meet civilian needs. Countries like Vietnam, Cambodia, Afghanistan, Yemen, Cuba, and Nicaragua were left without Soviet aid after the collapse. Without the Soviet police (backed by the Red army), independence movements in 15 different provinces of the U.S.S.R gained their independence. Former Soviet provinces/controlled countries join NATO. Suggested Resources: • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • <i>The Cold War</i>, Susan Eikov Green, 1990. • <i>The Cold War: A History</i>, Martin Walker, 1994. • <i>Cold War: An Illustrated History, 1945-1991</i>, Jeremy Isaacs, 1998. • <i>Cold War</i>, Steve Crawford, 2009. • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • <i>The Almanac of American History</i>, Arthur M. Schlesinger, Jr, 1993. • <i>The Patterns of World Politics</i>, 2nd ed. Kim Richard Noss (forthcoming) • <i>America: The Story of US</i>, Video Series from the History Channel. 2010.
12.H.6.3 Analyze Cold War covert intelligence operations and acts of espionage in terms of their development, implementation and impacts on various places.	The student will understand that: • Intelligence and espionage activity may lead to conflicts with other nations. • Intelligence and espionage activity may allow nations to protect their citizens. The student will know: • The background surrounding the development of various intelligence activities

	• The roles and activities of various intelligence agencies in the US and USSR For example: CIA conducts missions against the KGB and many Soviet allies. KGB conducts missions against the CIA and British Intelligence, also they aim to undermine the Islamic rule in Iran as to secure their oil fields for the Soviet Union. Under U.S. President John Kennedy approximately 1300 Cuban exiles were landed at the Bay of Pigs in Cuban to insight an overthrow of the Communist government. Suggested Resources: • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • <i>The Cold War</i>, Susan Eikov Green, 1990. • <i>The Cold War: A History</i>, Martin Walker, 1994. • <i>Cold War: An Illustrated History, 1945-1991</i>, Jeremy Isaacs, 1998. • <i>Cold War</i>, Steve Crawford, 2009. • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • <i>The Almanac of American History</i>, Arthur M. Schlesinger, Jr, 1993. • <i>The Patterns of World Politics</i>, 2nd ed. Kim Richard Noss (forthcoming) • <i>America: The Story of US</i>, Video Series from the History Channel. 2010.
12.H.6.4 Analyze Cold War geopolitical barriers such as the Berlin Wall, the 17th Parallel and the "Iron Curtain", in terms of their development and impacts on various places.	The student will understand that: • Geopolitical barriers can strain relationships between countries. • Nations may create barriers to protect their interest. For example: 1. The Berlin Wall defines the relations of the two superpowers. The events that caused the tension that lead up to the building of the Wall were an economic crisis in Germany, the Berlin airlift, and the massive amount of people trying to escape to the west. 2. The Wall also became a symbol for Winston Churchill's "Iron Wall" allegory. 3. The 17th (Vietnam) and 38th (Korea) Parallel are also a symbol of the divining lines between the U.S. and U.S.S.R. The North and South of each country divided and opposed on opposite

	sides. The student will know: • The Korea War • Vietnam Conflict • Berlin Airlift, Marshall Plan, U2 Spy plan incident, Berlin Wall Suggested Resources: • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • <i>The Cold War</i>, Susan Eikov Green, 1990. • <i>The Cold War: A History</i>, Martin Walker, 1994. • <i>Cold War: An Illustrated History, 1945-1991</i>, Jeremy Isaacs, 1998. • <i>Cold War</i>, Steve Crawford, 2009. • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • <i>The Almanac of American History</i>, Arthur M. Schlesinger, Jr, 1993. • <i>The Patterns of World Politics</i>, 2nd ed. Kim Richard Noss (forthcoming) • <i>America: The Story of US</i>, Video Series from the History Channel. 2010.
12.H.6.5 Analyze the Cold War relationship between governments, industry, and technology in terms of its development and impacts on various places.	The student will understand that: • Nations engage in relationships to improve their technological and industrial capabilities. The student will know: • Various governmental relationships that were formed in order to exchange technology and ideas • Military industry may motivate technological creativity. • Military technology has civilian applications. • Aerospace technologies, developed during the Cold War are in use as many civilian applications today. For example: Communication - cellphones Spy satellites - google earth

	Missile targeting systems - GPSs Kevlar bullet proof material, protective/cut proof gloves for industry/safety Light-Emitting Diodes (LEDs) Artificial Limbs Firefighter Gear Suggested Resources: • <i>10 Days That Unexpectedly Changed America</i>, History Channel Video Series, Episode 8: Einstein's Letter. • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • <i>The Cold War</i>, Susan Eikov Green, 1990. • <i>The Cold War: A History</i>, Martin Walker, 1994. • <i>The Almanac of American History</i>, Arthur M. Schlesinger, Jr, 1993. • <i>The Patterns of World Politics</i>, 2nd ed. Kim Richard Noss (forthcoming) • <i>America: The Story of US</i>, Video Series from the History Channel. 2010.
12.H.6.6 Analyze the Cold War race to outer space in terms of its development and impacts on various people and places.	The student will understand that: • Nations engage in relationships to improve their technological and industrial capabilities. • Nationalistic ideas and competition help to shape the major themes of an era. The student will know: • Various events and programs that shaped the Space Race For example: Sputnik One. Moon landing The U.S. and the Soviets would launch probes and robots to the corners of the Solar system in a quest to out do the other side. Aerospace technologies, developed during the Cold War are in use as many civilian applications today.

	Suggested Resources: • <i>Countdown: A History of Space Flight</i>, T. A, Heppenheimer, 1997. • History of Space Flight • NASA Home Page • <i>America: The Story of US</i>, Video Series from the History Channel. 2010.
12.H.6.7 Analyze the relationship between civil rights, social movements and the Cold War in terms of its development and impacts.	The student will understand that: • Social movements can impact nation's relationships with other countries. • Racism may negatively impact a nation's relationships with other countries. • Cold War ideology may cause conflict within a nation. The student will know: • U.S. racism was a major concern of U.S. allies during the Cold War. • Racism within the U.S. was a chief tool of Soviet propaganda. • Racism was a hindrance to U.S. Cold War goals throughout Africa, Asia, and Latin America. • On the reverse, Civil Rights leaders were accused of being Communist because of their demand for equality. Suggested Resources: • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • <i>'Struggle or survival' manning the Cold War Army</i>, VFW: Veterans of Foreign Wars Magazine, Richard Kolb, 1997. • <i>America: The Story of US</i>, Video Series from the History Channel. 2010. • <i>10 Days That Unexpectedly Changed America</i>, History Channel Video Series, Episode 8: When America Was Rocked.

History

Essential Standard:

12.C.1 Evaluate cultures during the Cold War in terms of their reflection and manipulation of emotions and attitudes.

Concept(s):

Clarifying Objectives

12.C.1.1 Analyze examples of literature, the arts, and pop culture in terms of their historical context and significance to Cold War events.

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand that:

- A society's cultural expressions represent the era for which it was created.

The student will know:

- The relationship between cultural arts and the Cold War.

For example

Books, television, and movies are cultural records that reflect a society's views and values.

During the Cold War, books, television, and movies reflected the worries and fears created by the danger of Communism and the rapidly-advancing nuclear technologies.

Cold War tensions found indirect and symbolic expression in the science fiction/horror film, they are made manifest in the war film.

In the 1950's and 60's, Andy Warhol created art dealing with the space race and arms race.

The television series *MASH*, dealt with war in general and set during the Cold War.

The television series *China Beach* dealt with medical unit in Vietnam and set during the Cold War.

Television commercials from the time period displayed (sometimes humorously) the conflict between the U.S. and the U.S.S.R.

Various Cold War authors such as:

Edward S. Aarons
John le Carré
Desmond Cory
Felix Dzerzhinsky,
Len Deighton
Ian Fleming
Julian Semyonov

Suggested Resources:

- [Nestles Crunch Commercial during the Cold War](#)
- [Humorous Look at Soviet Culture with a Wendy's commercial](#)
- [Another humorous commercial from Wendy's.](#)
- [*The Great American History Fact-Finder*](#), Pam Cornelison and Ted Yanak, 2004.

12.C.1.2 Evaluate the extent to which literature, the arts, and pop culture reflected and manipulated patriotism through Cold War propaganda.	The student will understand that: • A society's culture arts may be a reflection of its patriotism. • A society's government may attempt to control the patriotism of its citizenry. The student will know: • How propaganda from the US and USSR worked to control popular opinion. • Whether various propaganda techniques were successful or not. Suggested Resources: • <u>Soviet Russia propaganda posters against USA</u> • <u>United States and Soviet Propaganda</u> • <u>10 Amazing Cold War Propaganda Posters</u> • <u>The Cold War</u>, Susan Eikov Green, 1990. • <u>The Cold War: A History</u>, Martin Walker, 1994. • <u>Cold War: An Illustrated History, 1945-1991</u>, Jeremy Isaacs, 1998. • <u>The Almanac of American History</u>, Arthur M. Schlesinger, Jr, 1993. • <u>The Great American History Fact-Finder</u>, Pam Cornelison and Ted Yanak, 2004
12.C.1.3 Evaluate the extent to which literature, the arts and pop culture reflected and manipulated fear, anxiety and dissent during the Cold War.	The student will understand that: • A society's cultural expressions may affect its psychological development. The student will know: • How various cultural mediums impacted the psychological development of various nations. For example: The Cold War was the defining conflict that shaped our world, and Hollywood made some great films, literature, and television that dealt with various aspects of it.

	Suggested Resources: • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • Crime Fiction Dossier (Cold War) • The Best Cold War Movies Ever • <i>The Almanac of American History</i>, Arthur M. Schlesinger, Jr, 1993. • <i>The Patterns of World Politics</i>, 2nd ed. Kim Richard Noss (forthcoming) • <i>America: The Story of US</i>, Video Series from the History Channel. 2010.
12.C.1.4 Evaluate mediums of communication, such as the newspaper, television, film and radio, in terms of their influences, effectiveness and accuracy in reporting Cold War events.	The student will understand that: • The mass media may contribute to a society's prejudicial attitudes. The student will know: • The ways in which media perpetuated stereotypes and prejudicial behavior. For example: spy, techno-thriller, and sci-fi novels dealt with various aspects of the Cold War Suggested Resources: • Science Fiction Films • Uncertain Futures: Cold War Sci-fi • Best Thriller Books of All Time: Reader's Digest
12.C.1.5 Evaluate the relationship between conformity, consumerism and Cold War technology.	The student will understand that: • Integration and conformity mold a society's culture. • Competition may drive innovation and consumerism. The student will know: • The role that integration and conformity played in various societies during the Cold War

	For example: The anti-war movement of the 1960s is a direct reflection of the rebellion against the conformity of society and the Vietnam War. • The role that competition played in innovation and consumerism Suggested Resources: • The Anti-War Movement in the U.S. • Conformity in Post-WW II America
12.C.2 Evaluate national politics and international relationships of the present as legacies of the Cold War.	The student will understand that: • Political/cultural policies endure long after their conception. The student will know: • The current relationship between major players in the Cold War For example: Relationship between the U.S. and Russia. are still somewhat strained today, even 20 year after the collapse of the U.S.S.R. China, although strained, maintains a working relationship with the U.S. China has financed a small percentage of the U.S. debt. Former Soviet block countries have joined NATO after the collapse. Suggested Resources: • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • <i>The Almanac of American History</i>, Arthur M. Schlesinger, Jr, 1993. • <i>The Patterns of World Politics</i>, 2nd ed. Kim Richard Noss (forthcoming)

	• <i>America: The Story of US</i>, Video Series from the History Channel. 2010.
12.C.2.1 Evaluate the current geopolitical relationships among and between various nations and regions using a Cold War frame of reference.	The student will understand that: • Political/cultural policies endure long after their conception. The student will know: • The current relationship between major players in the Cold War For example: Relationship between the U.S. and Russia. are still somewhat strained today, even 20 year after the collapse of the U.S.S.R. China, although strained, maintains a working relationship with the U.S. China has financed a small percentage of the U.S. debt. Former Soviet block countries have joined NATO after the collapse. Suggested Resources: • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • <i>The Almanac of American History</i>, Arthur M. Schlesinger, Jr, 1993. • <i>The Patterns of World Politics</i>, 2nd ed. Kim Richard Noss (forthcoming) • <i>America: The Story of US</i>, Video Series from the History Channel. 2010.
12.C.2.2 Evaluate the relationship between regional conflict and nationalism with the events and outcome of the Cold War.	The student will understand: • Extreme religious beliefs may cause adverse effects within a country or society. • Extreme nationalism may cause adverse effects within an country or society. The student will know: • Various examples of extremism including terrorism. For example: After the bombing of the World Trade, the U.S. started a world wide war of terrorism. Russia extremist/terrorist organizations appear in the former Soviet Union.

	Suggested Resources: • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • <i>The Almanac of American History</i>, Arthur M. Schlesinger, Jr, 1993. • <i>The Patterns of World Politics</i>, 2nd ed. Kim Richard Noss (forthcoming)
12.C.2.3 Evaluate surges in fundamentalism and terrorism as a legacy of the Cold War.	The student will understand that: • Extreme religious beliefs may caused adverse effects within an country or society. The student will know: • Examples of fundamentalism and terrorism during the Cold War. For example: Fundamentalist Islam began to appear as the only ideology that was a credible threat to the U.S. and its allies after the Cold War. The end of the Cold War and the collapse of the Soviet Union have created an ideological and power vacuum. The end of the Cold War and the collapse of the Soviet Union have created a large surplus of weapons that have been sold legitimately and on the black market around the world. Islamic fundamental ideology has found an expression of purpose with the availability of these weapons in the form of terrorism. Suggested Resources: • <i>The Great American History Fact-Finder</i>, Pam Cornelison and Ted Yanak, 2004. • <i>The Almanac of American History</i>, Arthur M. Schlesinger, Jr, 1993. • <i>The Patterns of World Politics</i>, 2nd ed. Kim Richard Noss (forthcoming)
12.C.2.4 Evaluate the extent to which the Cold War influenced the present domestic politics and culture of various nations, including the United States.	The student will understand that: • Politics, culture, debt, and prejudice may influence a society's development.

	The student will know: • Ways in which a nation’s politics and culture impact its society. For example: 1. The United States emerged as the single greatest military superpower of the world. 2. The proliferation of weapons technology, including weapons of mass destruction, drives the major powers to deal with global instability. 3. The United States, after the Cold War, has taken on a “police force” of the world. 4. The debt of the U.S. may impede the ability of the U.S. to continue this role as “police force” of the world. 5. Power in the world may become more evenly distributed as the United States’ military supremacy recedes and other economic powers increases (an example may be China).
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