



PRESENTS

HISTORY AT THE MOVIES



TEACHER'S GUIDE

Part 1: Cold War Background	Page 2	<i>Understanding the Cold War</i>
Part II: The 1940s	Page 11	<i>The Beginning of the Cold War</i>
Part III: The 1950s	Page 19	<i>50s Culture and the Fight against Communism</i>
Part IV: The 1960s	Page 23	<i>The Berlin Wall and the Cuban Missile Crisis</i>
Part V: The 1970s	Page 34	<i>The Expansion of Communism</i>
Part VI: The 1980s	Page 36	<i>The Fall of the Berlin Wall and of Communism</i>
Part VII: End of the Cold War	Page 46	<i>The Culmination of the War and the USSR</i>
Appendix	Page 58	<i>TEKS Standards; College and Career Readiness Standards; Works Cited</i>

Part I: Cold War Background

Understanding the Cold War

Goals:

- ✓ Discuss the main causes of the Cold War
- ✓ Reflect on how the Cold War is portrayed in modern times
- ✓ Participate in small group and class discussions

Materials: DVD

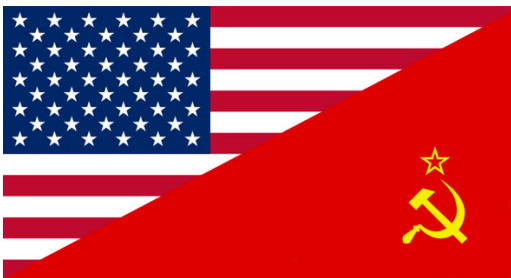
Introduce and explain goals of the lesson.

Activity 1: Warm-Up

Have the students discuss the following question in small groups

- 1) For what reason do you think the “Cold War” got its name?

Ask 5-6 students to share their answers.



Activity 2: Cold War Roots

Have the students read the print out that starts on page 4 entitled “What Were the Main Causes of the Cold War?” Then have them discuss in groups what they think the largest cause was and whether or not it could have been avoided.

Activity 3: Yalta and Potsdam Conference Analysis

In the resources section of the following link, show the students the Yalta and Potsdam video clips. Then have them answer the following questions:

<http://www.pbs.org/behindcloseddoors/education/snapshot-lessons/conferences.html>

- 1) Which nation appeared to leave each conference with the diplomatic advantage?
- 2) How was the leader of this nation able to gain this advantage?
- 3) What did the other leaders compromise and why?

Activity 4: Marshall Plan

Summarize the need, the program, and the results of the Marshall Plan for the students. (You may use the following link for guidance). Then, lead a class discussion using the following questions as a guide:

<http://www.marshallfoundation.org/TheMarshallPlan.htm>

- 1) Why do you think the United States was the country with the least significant damage at the end of World War II? (Think economically and geographically)
 - 2) How do you think the countries receiving aid from the Marshall Plan felt about it? (Considering we were fighting against some of them just recently)
 - 3) In the long run, how do you think the Marshall plan benefited the United States?
-

Using the clip sheet from page 9, screen the following video clips:

- Short background with Yalta and Potsdam Conference
- Atomic Bombs drop
- Iron Curtain
- Marshall Plan

What Were the Main Causes of the Cold War?

With the end of the second world war in the year 1945, began another passive war, the cold war. A lot of factors that occurred after [World War 2](#) now became the prime causes of the cold war. These causes have been enlisted here.

Ideological Differences

The United States of America follows a democratic approach while the Soviet Union followed a communist approach to government and a way of life. While [democracy](#) prevailed in the US where people were free to vote and form political parties, in the Soviet Union, only one party was the ruling party, and freedom was not provided in this area. The US always feared the spread of this ideology to other countries, and these ideological differences became the roots of the cold war.

Different Economies

The Soviet Union was against the practice of free trade and [capitalism](#), and barred its economy from the outside world. This is because the country feared that opening up to international trade and commerce would invite the arrival of 'harmful' influences from the west. This in turn would affect the almost anarchic government there. On the other hand, the United States was continually promoting the practice of free trade worldwide. Thus, the war of [communism vs capitalism](#) only widened the rifts between the two countries.

The Increased Desire for Power after WWII

This was one of the most prominent cold war causes. After the defeat of Germany in the Second World War, the country was divided among the US and the Soviet Union, along with France and England after the famous Yalta conference. The ideological differences also led to the division of Berlin into four parts. Soon, the western allies (USA, France and England) combined their possessions of Germany and called it the German Federal Republic. This further angered the Soviet Union, that then blocked out Berlin completely. This clearly marked the opposition between the two most powerful countries in the world.

The Announcement of the Truman Doctrine

In 1947, president Truman announced the Truman doctrine, where it was clearly stated that the United States would consider any non-communist country that resisted communist pressure as an ally. Furthermore, it would aid this country in preventing the growth and spread of [communism](#) in the country. On the other hand, by the year 1948, the Soviet Union continued to overpower countries in Europe, namely Bulgaria, Poland, East Germany, Hungary, Romania, and Czechoslovakia and ultimately imposed communism in these countries. This after [Joseph Stalin](#) had promised at the Yalta conference, to maintain communism only in countries that already followed such a government. Furthermore, in the year 1949, Mao Zedong announced the victory of communism in China, thereby intensifying the cold war.

The Development of the Atomic Bomb

This was one of the biggest [causes and effects of the cold war](#). In 1945, America had developed and exploded the first atomic bomb in Japan. This made America the undisputed leader in the development of nuclear arms and weapons. Moreover, assuming that only America had such powers led to the belief that the expansion of the Soviet Union in Europe could be easily controlled. However, this development was not taken lightly by the USSR, and the country began to develop its own armory of [nuclear weapons](#) and missiles. What started as one nuclear weapon has led to every country developing and building its base of nuclear weapons, that has deeply endangered humanity.

The Construction of the Berlin Wall

While the origins of the cold war began with the division of Germany, this is one of those factors that continued to be a pressing point among the Western allies and the Soviet Union. This war was solidified by the construction of the [Berlin Wall](#) in the year 1961, in an attempt to prevent east Germans from crossing over to the western democratic allies. It was only in the year 1990 that east Germany and west Germany were unified.

Potential American Attack on Cuba

In the year 1962, it was evident that the unrest between the communist government in Cuba and America would materialize into a potential attack on Cuba. In order to avoid this, Cuba sought the help of the Soviet Union in terms of military assistance. Here, USSR began helping Cuba build missile bases which posed a threat to the USA. As such, the cold war was intensified. It was only when John F Kennedy forced the USSR to cut off this aid to Cuba that it had to withdraw. Else, the world would have seen its first nuclear war.

These were some of the main causes of the cold war and some [cold war facts](#) which clearly explain how the desire for power among two countries put humanity on the brink of extreme danger. When Mikhail Gorbachev became the president of the Soviet Union in the year 1985, he began several attempts at reconciliation with America and other western countries. This led to the withdrawal of Soviet troops from Afghanistan, and the reunification of Germany in the 1990. However, power in the USSR had considerably weakened over time and there was mounting restlessness among the countries that comprised the Soviet Union. Finally, most countries in Eastern Europe broke free from Soviet control and attained their freedom, which ultimately led to the collapse of the super power called the USSR, and marked the end of the cold war.

By [Puja Lalwani](#)

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Cold War Video Clips and Event Timing:**Background**

Short background with Yalta and
 Potsdam Conference, 0:30-1:24
 Atomic Bombs drop, 0- 0:27
 Iron Curtain, 0- 0:45
 Marshall Plan, 0- 1:40
 Berlin Blockade, 0-0:58
 Berlin Airlift, 0:30-3:29

1940s

Make Mine Freedom! 1948 cartoon, 1:45-8:30
 Soviet Cartoons, 0:20-1:04
 Soviet Cartoons, 0-:60
 Mao Zedong, 0- 2:36, 1949

1950s

Korean War, 0:05-2:00, 1950
 Rosenbergs, 0- 0:21, 1951
 Khrushchev, 0- 0:38
 Goldwater, 0-1:00
 Duck and Cover , 0-0:45
 MAP of Warsaw Pact here, 1955
 Space race, 0-2:58, 1957
 Trix ad, 0- 0:51, 1957
 Castro, 0:05- 3:35, 1959

1960s

U2 plane, 0- 0:45, 1960
 Kennedy, 0-0:31, 1960
 Bay of Pigs, 0- 1:05, 1961
 Walled In, 0:05-4:24, 1961
 The Wall, 0-4:30, 1962
 13 Days (2000)- Cuban Missile Crisis,
 0- 2:45, 1962
 Fog of War (2003), 0-1:10 AND 1:50-8:40
 Daisy Ad, 0-1:00
 Dr. Strangelove (1964) trailer, 0-1:38
 Dr. Strangelove, 0:58-2:55
 Dr. Strangelove, 0- 0:26
 Che(2008), 0-1:18, 1967
 Good morning Vietnam (1987), 0-2:07, 1968

Platoon (1986), 0:05-1:42, 1968
 Born on the Fourth of July (1989), 0-2:43, 1968
 Apollo 11, 0-:037, 1969
 Al-Gaddafi, 0-1:20, 1969
 Anti-War Protest, 0-0:40, 1969
 Edwin Starr War music video, 0:20-1:20, 1969

1970s

Nixon in China, 0-3:22, 1972
 Nixon resigns, 0-0:50, 1974
 The Killing Fields Trailer,(1984) 0-2:25, 1975
 Cambodian Genocide, 0-2:51, 1975
 Iran crisis, 0-2:15, 1979

1980s

April 12, 1980: U.S. Boycotts Olympics,
 0-1:00, 1980
 Hammer and Tickle - Ronald Reagan, 0-3:50, 1981
 Hammer and Tickle - Factory Cartoon, 0-:59, 1981
 Butter Battle Book, (1984) 0-2:40, 1981
 Star Wars, 0-0:43, 1983
 Star Wars #2, 0-0:31, 1983
 Russians by Sting, (1985) 0-3:59
 Dépêche Mode- People are People (1985), 0-2:30
 Rocky IV, (1985) 0-1:23
 Phil Collins- Land of Confusion, (1986) 0-2:00
 Hammer and Tickle – Russian Leaders, 0-1:25
 Chernobyl, 0-1:50, 1986
 Iran-Contra Affair cartoon, 0-1:49, 1986
 Oliver North, 0-0:46, 1986
 SLIDE- Glasnost and Perestroika, 1987
 Reagan at Brandenburg Gate at Berlin Wall, 0-1:43
 Tiananmen Square, 0-1:45, 1989
 Fall of the wall, 0-1:55, 1989
 David Hasselhoff on wall, 0:30-1:45, 1989

End of Cold War

End of USSR, 0-1:35, 1991

A COMPREHENSIVE COLD WAR TIMELINE

1945

- February 4-11th – President Franklin Roosevelt, Prime Minister Winston Churchill, and General Secretary Joseph Stalin meet at the Yalta Conference to decide the fate of post-war Europe. They agree to divide Germany into four zones.
- July 17th – August 2nd – At the Potsdam Conference, Germany and Berlin are divided into four zones as the US, Britain and U.S.S.R decide how to punish Germany, establish the postwar order and counter the effects of the war
- September 2nd – After the bombing of Hiroshima and Nagasaki, the Japanese surrender unconditionally to the United States

1946

- March - Churchill's Iron Curtain speech, introducing the phrase.

1947

- January – Communists seize power in Poland
- April 3rd – The United States creates the Marshall Plan, offering billions of dollars in aid to the countries of Europe to assist reconstruction efforts

1948

- February 26th – Communist Party forces take over in Czechoslovakia
- June 24th – Berlin Blockade begins in an attempt by Stalin to starve West German citizens. The US responds with the Berlin Airlift.

1949

- April 4th – The North Atlantic Treaty Organization (NATO) is formed
- August 29th – The Soviet Union successfully tests its first atomic bomb
- October 1st – Mao Zedong takes control of China and names the country the People's Republic of China

1950

- June 22nd – North Korea invades South Korea, beginning the Korean War

1951

- March 29th – Julius and Ethel Rosenberg are convicted of espionage for their role in passing atomic secrets to the Soviet Union during and after World War II.
- April 11th – US President Harry Truman fires General Douglas MacArthur from command of US forces in Korea

1952

- Eisenhower elected President

1953

- March 5th – Joseph Stalin dies, power struggle to replace him won by Khrushchev
- July 27th – A cease-fire ends the Korean War

1954

- January 21st – The United States launches the world's first nuclear submarine, the USS Nautilus
- Vietnam is partitioned at the Geneva Conference through the Geneva Accords

1955

- May 14th – The Warsaw Pact, the military adversary of NATO, is formed

1956

- February 25th – Soviet Prime Minister Nikita Khrushchev delivers the speech "On the Personality of Cult and Consequences" beginning the process of de-Stalinization

-July 26th – The Suez Canal is nationalized by new Egyptian President Gamal Abdel Nasser, setting off a skirmish between Egypt and Israel

1957

-October 4th – The Russian satellite Sputnik is launched into space, starting the “Space Race”

1959

-January 1st – Fidel Castro is named leader of Cuba

1960

-May 1 – U-2 spy plane shot down over Soviet Union airspace

-Kennedy elected President

1961

-January 3rd – US President Dwight D. Eisenhower closes the US embassy in Havana and severs diplomatic ties

-January 20th – John F. Kennedy is elected President of the United States

-April 15th – The Bay of Pigs invasion of Cuba ends in failure

-August 13th – Construction on the Berlin Wall begins

1962

-October 6 – The Cuban Missile Crisis puts the US and the USSR on the brink of nuclear war

1963

-November 22nd – JFK is assassinated in Dallas, Texas. Vice-President Lyndon B. Johnson becomes President of the United States

1964

-October 16th – China tests its first atomic bomb

1965

-March 8th – The US starts military buildup in South Vietnam

1967

-June 5th – Israel invades the Sinai Peninsula beginning the Six-Day War

-October 9th – Che Guevara killed in Bolivia

1968

-January 30th – Tet Offensive in South Vietnam wounds US chances for a victory in Vietnam War

-Nixon elected President

-Invasion of Czechoslovakia

1969

-July 20th – The US accomplishes the first moon landing with Apollo 11

- July 25th – US troops start withdrawing from Vietnam, beginning the process of “Vietnamization”

-September 1st – Muammar al-Gaddafi overthrows the Libyan monarchy and expels British and American personnel

1970

-Nuclear Non-Proliferation Treaty takes effect-limits spread of nuclear weapons- US, UK, USSR, 59+

1971

-Four Power Agreements- US, UK, USSR, France – foundation for East-West agreements & Detente

1972

-February 21 – US President Richard Nixon visits China, the first President to visit since the establishment of the People's Republic of China

-May 26th – Strategic Arms Limitation Talks (SALT), starts the process of détente between the US and the Soviet Union

1973

-January 27th – The Paris Peace Accords end US involvement in the Vietnam War

-October 6th – Yom Kippur War – Israel is attacked by Egypt and Syria

1974

-August – President Richard Nixon resigns

1975

-August 17th – The Khmer Rouge take power in Cambodia, genocide ensues, later known as the “Killing Fields”

-July – Apollo-Soyuz Test Project, a space mission between NASA and its Soviet counterpart

-North Korea defeats South Korea

-Cuban troops sent to Angola to block US-backed invasion

1976

-March 24th – Coup d'état in Argentina

-September 9th – Mao Zedong dies

-Carter elected President

1978

-December 1978 – A Communist regime is installed in Afghanistan

1979

-January 16th – Iranian Revolution begins with the overthrowing of the Shah Reza Pahlavi and the installation of a theocracy under Ayatollah Khomeini

1980

-July 19th – August 3rd – A US-led boycott of 1980 Moscow Olympics occurs in retaliation for the Soviet invasion of Afghanistan

1981

-January 20th – Ronald Reagan is inaugurated as President of the United States

-January 20th – Iran Hostage Crisis ends

1982

-April 2nd – Argentina invades the Falkland Islands, starting the Falklands War

-June 6th – Israel invades Lebanon

1983

-October 23rd – US troops invade and overthrow a communist regime in Grenada

-March 23rd – Ronald Reagan proposes the Strategic Defense Initiative or “Star Wars”

1984

-July 28th – August 4th – The Soviet Union and some of its allies boycott the 1984 Los Angeles Olympic Games

1985

-March 11th – Mikhail Gorbachev becomes leader of the Soviet Union

1986

-April 26th – Chernobyl, a Soviet nuclear power plant in Ukraine, explodes, resulting in the worst nuclear power plant accident in history

-November 3rd – Iran-Contra Affair – the Reagan administration publically announces it has been selling arms to Iran in exchange for hostages and illegally transferring the profits to Contra rebels in Nicaragua

1987

-June – Gorbachev announces Glasnost and Perestroika, economic reforms designed to open up the Soviet Union

-US and USSR sign Intermediate-Range Nuclear Forces Treaty that obliged both countries to destroy all their ground-based missiles, both ballistic and cruise, with a range of 500-5,500 kilometers

1988

-Bush elected President

1989

-February 2nd – Soviet troops withdraw from Afghanistan

-June 4th – The Tiananmen Square massacre occurs in China – protestors in Beijing are crushed by communist government forces

-June – Poland becomes independent

-November 9th – The Berlin Wall comes down

-December 16th – 25th – Romanian Revolution – Rioters overthrow the regime of Nicholas Ceausescu and executes him, making Romania the only Eastern bloc country to overthrow its leader

1990

-October 3rd – Reunification of Germany

1991

-July – Warsaw Pact dissolved

-August – Soviet Union dissolves, ending Cold War

Part II: The 1940s

The Beginning of the Cold War

Goals:

- ✓ Participate in a hands on analysis of Operation Little Vittles
- ✓ Understand what the citizens of Berlin were going through after World War II
- ✓ Understand the purposes of the Berlin aircraft supply
- ✓ Participate in small groups and class discussion
- ✓ Participate in screening as focused, reflective, and critical viewers

Materials: DVD

Introduce and explain goals of the lesson.

Activity 1: “In Their Shoes” Analysis; *Aiding the (former) enemy*

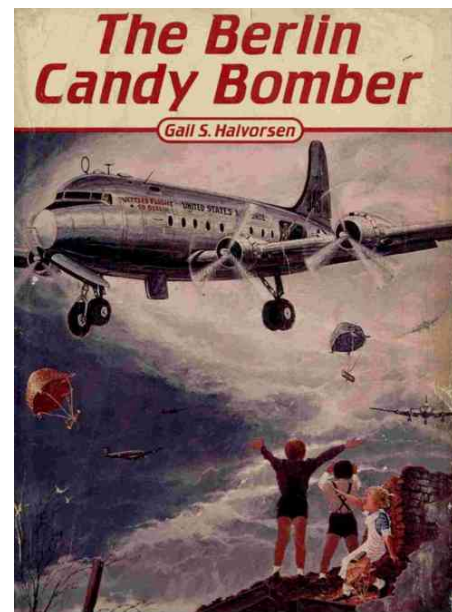
In Operation Little Vittles, U.S. pilot Gail Halvorsen and others airdropped hundreds of thousands of packages of candy to Berlin children -- children whose country the United States had been at war with just a few years earlier. How do you think Americans from different walks of life reacted to this initiative?

Hold a mock town meeting in Chicopee, Massachusetts (where much of the preparation for Operation Little Vittles took place), at which town residents will have an opportunity to voice their opinions. Assign one student to be the “mayor” and run the meeting. Have each of the rest of the students play the part of a different town resident – a housewife whose children attend

a school that is helping make parachutes, a student in that school, a poor resident of the town, a veteran who fought against the Nazis, a Jewish resident of the town, etc. – and give his or her opinion on Operation Little Vittles. Allow residents to respond to each others’ comments, so long as everyone has an opportunity to be heard. What arguments are raised for and against the idea?

Extra question for students:

Berlin was physically divided after World War II. How would you feel if you were physically separated from your neighbors?



Activity 2: Screening

View Berlin Airlift video clip

Activity 3: Writing and Analyzing Practice

The Berlin Airlift made headlines around the world, attracting attention from countries that had no direct interest in the U.S.-Soviet confrontation. How might recent

developments in these countries have helped shape their attitudes toward the crisis?

Select a country other than the United States, Germany, or the Soviet Union. Imagine that it is 1948 and you are a leading newspaper columnist in that country. Write an editorial explaining what you think your country's attitude should be toward the Berlin crisis, based on your country's recent history. Have 3-4 students read their editorials to the class.



Activity 4: Screening

View Berlin Blockade video clip

Activity 5: Blockade Brainstorming

President Truman succeeded in forcing Stalin to end the Berlin blockade by demonstrating that the United States had both the means and the will to continue the Berlin Airlift indefinitely.

In the debate over U.S. involvement in Iraq, President Bush stated that a U.S. withdrawal would embolden terrorists by demonstrating that the United States lacked the will to confront them. Critics of the Administration, in contrast, stated that continued U.S. involvement in Iraq weakened the United States and encouraged further terrorism.

Do you see a parallel between President Truman's position on Berlin and President Bush's position on Iraq? Have each student write a paragraph summarizing his or her view and give it to the teacher. The teacher should then read selected answers to the class, using them as a springboard for a class discussion of U.S. policy toward Iraq.



Activity 6: The Truman Doctrine Analysis

Have the students read and analyze President Harry Truman's address before the joint session of Congress. The following is a link to Truman's address which came to be known as the Truman Doctrine. This Doctrine is known as the key starting point of the Cold War.

http://www.socialstudies.com/c/article.html?article@truman_doctrine

Students will speculate the motives of President Truman in his address to congress

as well as the effectiveness of the Truman Doctrine using the following questions:

1. Truman addressed a “joint session” of Congress (meaning both the House of Representatives and the Senate were present) regarding this crisis. What evidence did he give to suggest that Greece was in extreme need of assistance?
2. Give examples of how Truman describes the insurgents who wanted to overthrow the Greek government and replace it with a communist regime.
3. Why did Truman contend that it was the United States’ obligation to provide this assistance?
4. Why did Truman recommend the United States take on the financial responsibility of aiding Greece, rather than having Britain or the United Nations do so?

Extended Activity: Have students write newspaper editorials or letters to the editor either supporting the Truman Doctrine or rejecting it. (You may wish to divide the class and assign certain students to support the Doctrine while requiring others to write against it.)



Additional Readings & Resources

Film Education: The Berlin Airlift. The *Berlin Airlift* provides insights into social studies topics including the end of World War II in Europe, the start of the Cold War, international humanitarian aid, the impact of the war on cities and civilian populations, and more.

<http://www.pbs.org/wgbh/amex/airlift/tguide/index.html>

The Main Causes of the Cold War. With the end of the Second World War in the year 1945, began another passive war, the Cold War. Many factors that occurred after World War II now became the prime causes of the Cold War. The causes of the cold war among two of the world's most powerful nations have been explained here.

<http://www.buzzle.com/articles/causes-of-the-cold-war.html>

Truman Doctrine Study Collection. This collection focuses on the Truman Doctrine. It includes 67 documents totaling 574 pages, a lesson plan, and links to oral histories.

http://www.trumanlibrary.org/whistlestop/study_collections/doctrine/large/doctrine.htm

Using the clip sheet from page 9, screen the following video clips:

- Make mine freedom!
- Soviet Cartoons 1, 2
- Mao Zedong

The Truman Doctrine

President Harry S Truman's Address before a Joint Session of Congress, March 12, 1947

Mr. President, Mr. Speaker, Members of the Congress of the United States:

The gravity of the situation which confronts the world today necessitates my appearance before a joint session of the Congress. The foreign policy and the national security of this country are involved.

One aspect of the present situation, which I wish to present to you at this time for your consideration and decision, concerns Greece and Turkey.

The United States has received from the Greek Government an urgent appeal for financial and economic assistance. Preliminary reports from the American Economic Mission now in Greece and reports from the American Ambassador in Greece corroborate the statement of the Greek Government that assistance is imperative if Greece is to survive as a free nation.

I do not believe that the American people and the Congress wish to turn a deaf ear to the appeal of the Greek Government.

Greece is not a rich country. Lack of sufficient natural resources has always forced the Greek people to work hard to make both ends meet. Since 1940, this industrious and peace loving country has suffered invasion, four years of cruel enemy occupation, and bitter internal strife.

When forces of liberation entered Greece they found that the retreating Germans had destroyed virtually all the railways, roads, port facilities, communications, and merchant marine. More than a thousand villages had been burned. Eighty-five per cent of the children were tubercular. Livestock, poultry, and draft animals had almost disappeared. Inflation had wiped out practically all savings.

As a result of these tragic conditions, a militant minority, exploiting human want and misery, was able to create political chaos which, until now, has made economic recovery impossible.

Greece is today without funds to finance the importation of those goods which are essential to bare subsistence. Under these circumstances the people of Greece cannot make progress in solving their problems of reconstruction. Greece is in desperate need of financial and economic assistance to enable it to resume purchases of food, clothing, fuel and seeds. These are indispensable for the subsistence of its people and are obtainable only from abroad. Greece must have help to import the goods necessary to restore internal order and security, so essential for economic and political recovery.

The Greek Government has also asked for the assistance of experienced American administrators, economists and technicians to insure that the financial and other aid given to Greece shall be used effectively in creating a stable and self-sustaining economy and in improving its public administration.

The very existence of the Greek state is today threatened by the terrorist activities of several thousand armed men, led by Communists, who defy the government's authority at a number of points, particularly along the northern boundaries. A Commission appointed by the United Nations security Council is at present investigating disturbed conditions in northern Greece and alleged border violations along the frontier between Greece on the one hand and Albania, Bulgaria, and Yugoslavia on the other.

Meanwhile, the Greek Government is unable to cope with the situation. The Greek army is small and poorly equipped. It needs supplies and equipment if it is to restore the authority of the government throughout Greek territory. Greece must have assistance if it is to become a self-supporting and self-respecting democracy.

The United States must supply that assistance. We have already extended to Greece certain types of relief and economic aid but these are inadequate.

There is no other country to which democratic Greece can turn.

No other nation is willing and able to provide the necessary support for a democratic Greek government.

The British Government, which has been helping Greece, can give no further financial or economic aid after March 31. Great Britain finds itself under the necessity of reducing or liquidating its commitments in several parts of the world, including Greece.

We have considered how the United Nations might assist in this crisis. But the situation is an urgent one requiring immediate action and the United Nations and its related organizations are not in a position to extend help of the kind that is required.

It is important to note that the Greek Government has asked for our aid in utilizing effectively the financial and other assistance we may give to Greece, and in improving its public administration. It is of the utmost importance that we supervise the use of any funds made available to Greece; in such a manner that each dollar spent will count toward making Greece self-supporting, and will help to build an economy in which a healthy democracy can flourish.

No government is perfect. One of the chief virtues of a democracy, however, is that its defects are always visible and under democratic processes can be pointed out and corrected. The Government of Greece is not perfect. Nevertheless it represents eighty-five per cent of the members of the Greek Parliament who were chosen in an election last year. Foreign observers, including 692 Americans, considered this election to be a fair expression of the views of the Greek people.

The Greek Government has been operating in an atmosphere of chaos and extremism. It has made mistakes. The extension of aid by this country does not mean that the United States condones everything that the Greek Government has done or will do. We have condemned in the past, and we condemn now, extremist measures of the right or the left. We have in the past advised tolerance, and we advise tolerance now.

Greece's neighbor, Turkey, also deserves our attention.

The future of Turkey as an independent and economically sound state is clearly no less important to the freedom-loving peoples of the world than the future of Greece. The circumstances in which Turkey finds itself today are considerably different from those of Greece. Turkey has been spared the disasters that have beset Greece. And during the war, the United States and Great Britain furnished Turkey with material aid.

Nevertheless, Turkey now needs our support.

Since the war Turkey has sought financial assistance from Great Britain and the United States for the purpose of effecting that modernization necessary for the maintenance of its national integrity.

That integrity is essential to the preservation of order in the Middle East.

The British government has informed us that, owing to its own difficulties can no longer extend financial or economic aid to Turkey.

As in the case of Greece, if Turkey is to have the assistance it needs, the United States must supply it. We are the only country able to provide that help.

I am fully aware of the broad implications involved if the United States extends assistance to Greece and Turkey, and I shall discuss these implications with you at this time.

One of the primary objectives of the foreign policy of the United States is the creation of conditions in which we and other nations will be able to work out a way of life free from coercion. This was a fundamental issue in the war with Germany and Japan. Our victory was won over countries which sought to impose their will, and their way of life, upon other nations.

To ensure the peaceful development of nations, free from coercion, the United States has taken a leading part in establishing the United Nations. The United Nations is designed to make possible lasting freedom and independence for all its members. We shall not realize our objectives, however, unless we are willing to help free peoples to maintain their free institutions and their national integrity against aggressive movements that seek to impose upon them totalitarian regimes. This is no more than a frank recognition that totalitarian regimes imposed on free peoples, by direct or indirect aggression, undermine the foundations of international peace and hence the security of the United States.

The peoples of a number of countries of the world have recently had totalitarian regimes forced upon them against their will. The Government of the United States has made frequent protests against coercion and intimidation, in violation of the Yalta agreement, in Poland, Rumania, and Bulgaria. I must also state that in a number of other countries there have been similar developments.

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

One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections, guarantees of individual liberty, freedom of speech and religion, and freedom from political oppression.

The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression, a controlled press and radio; fixed elections, and the suppression of personal freedoms.

I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.

I believe that we must assist free peoples to work out their own destinies in their own way.

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

The world is not static, and the status quo is not sacred. But we cannot allow changes in the status quo in violation of the Charter of the United Nations by such methods as coercion, or by such subterfuges as political infiltration. In helping free and independent nations to maintain their freedom, the United States will be giving effect to the principles of the Charter of the United Nations.

It is necessary only to glance at a map to realize that the survival and integrity of the Greek nation are of grave importance in a much wider situation. If Greece should fall under the control of an armed minority, the effect upon its neighbor, Turkey, would be immediate and serious. Confusion and disorder might well spread throughout the entire Middle East.

Moreover, the disappearance of Greece as an independent state would have a profound effect upon those countries in Europe whose peoples are struggling against great difficulties to maintain their freedoms and their independence while they repair the damages of war.

It would be an unspeakable tragedy if these countries, which have struggled so long against overwhelming odds, should lose that victory for which they sacrificed so much. Collapse of free institutions and loss of independence would be disastrous not only for them but for the world. Discouragement and possibly failure would quickly be the lot of neighboring peoples striving to maintain their freedom and independence.

Should we fail to aid Greece and Turkey in this fateful hour, the effect will be far reaching to the West as well as to the East.

We must take immediate and resolute action.

I therefore ask the Congress to provide authority for assistance to Greece and Turkey in the amount of \$400,000,000 for the period ending June 30, 1948. In requesting these funds, I have taken into consideration the maximum amount of relief assistance which would be furnished to Greece out of the \$350,000,000 which I recently requested that the Congress authorize for the prevention of starvation and suffering in countries devastated by the war.

In addition to funds, I ask the Congress to authorize the detail of American civilian and military personnel to Greece and Turkey, at the request of those countries, to assist in the tasks of reconstruction, and for the purpose of supervising the use of such financial and material assistance as may be furnished. I recommend that authority also be provided for the instruction and training of selected Greek and Turkish personnel.

Finally, I ask that the Congress provide authority which will permit the speediest and most effective use, in terms of needed commodities, supplies, and equipment, of such funds as may be authorized.

If further funds, or further authority, should be needed for purposes indicated in this message, I shall not hesitate to bring the situation before the Congress. On this subject the Executive and Legislative branches of the Government must work together.

This is a serious course upon which we embark.

I would not recommend it except that the alternative is much more serious. The United States contributed \$341,000,000,000 toward winning World War II. This is an investment in world freedom and world peace.

The assistance that I am recommending for Greece and Turkey amounts to little more than 1 tenth of 1 per cent of this investment. It is only common sense that we should safeguard this investment and make sure that it was not in vain.

The seeds of totalitarian regimes are nurtured by misery and want. They spread and grow in the evil soil of poverty and strife. They reach their full growth when the hope of a people for a better life has died. We must keep that hope alive.

The free peoples of the world look to us for support in maintaining their freedoms.

If we falter in our leadership, we may endanger the peace of the world—and we shall surely endanger the welfare of our own nation.

Great responsibilities have been placed upon us by the swift movement of events.

I am confident that the Congress will face these responsibilities squarely.

Part III: The 1950s

50s Culture and the Fight against Communism

Goals:

- ✓ Practice rhetorical analysis
- ✓ Participate in small group and class discussions
- ✓ Participate in screening as focused, reflective, and critical viewers
- ✓ Learn about the 1950s culture

Materials: 50's television sitcom clip, 50's music, magazines and textbooks, pictures of cars from the 50's, DVD

Introduce and explain goals of the lesson.

Activity 1: Let's Go Back to the 50s

Background:

Elvis Presley, Disneyland, Rock and Roll, Hula-Hoop, and James Dean. These conjure up images of the Fabulous Fifties. Hidden in the economic baby boom era of the fifties lay a time-bomb the United States thought might go off at any time. It was a time of bomb shelters, of Burt the Turtle, and of "Ducking and Covering". You are going to take your students on a journey back in time: back to a time when teens went to Drive-In movies and Sock-Hops rather than watching HBO and MTV.

Fashion:

Advertising was a major influence in fashion. James Dean was an influence for boys; Marilyn Monroe was an influence for girls. Smoking was popular. Tiny waists with long skirts were popular for women. Sweaters, poodle skirts, and saddle shoes

were popular for girls. (Give students a magazine to look through as well as their textbooks and have them try to spot 50s style clothing)

Rock and Roll:

Rock and roll began with African-American performers and included musicians such as Elvis Presley, Bobby Darin, Little Richard, and Chuck Berry. Teenagers could afford these records. It was something not conforming to the decade of conformity. Many adults believed Rock and Roll was rebellious and a bad influence on children. It became progressively more accepted throughout the decade. (Play music from the 50's to get students in the 50's mindset)

TV:

After the Federal Communications Commission allowed stations to have licenses in 1952 the number of TV stations jumped. Popular shows from the 50s included I Love Lucy, the Mickey Mouse Club, and Father Knows Best. These shows encouraged stereotypes about the father being the head of the household, the mother staying at home, and obedient children. Few minorities were in these programs. These shows were an unrealistic portrayal of life; they presented life free of problems. Westerns were popular, which some feared encouraged violence in children. (Play a clip from a 1950's sitcom)

Cars:

In this time, new highways were built. Cars and gas were cheaper and more available to the average consumer. Teenagers began using cars for recreation. Drive-throughs and drive-ins became more popular for food and entertainment. More people took trips.

Pollution problems arose. (Show students photos of cars from the 50s)

Activity Instructions:

In order to determine prior knowledge about the 1950's have students individually brainstorm all the people, places, and ideas that they know about from the time period of the 1950's. Then, in groups of four, have students share the items that they wrote down and add any they did not have to their list. Do a Whip-Around and list the items that each group had on their list. Discuss any information they know in relation to the 1950's.



Activity 2: The Space Race

Once the Second World War came to an end, a new conflict began. This conflict is known as the Cold War. This war was between the two strongest countries at the time, the communist USSR, and the capitalist USA. Beginning in the late 1950s, space would become another dramatic arena for this competition, as each side sought to prove the superiority of its technology, its

military firepower and—by extension—its political-economic system.

Have the students watch the following video and answer the questions that follow.

Space Race Video:

<http://www.history.com/topics/space-race/videos#the-space-race>

Questions:

1. What were the expected results of each country's space exploration efforts?
2. Has mankind progressed or profited in any way as a result of our moon exploration?
3. What countries were involved in the space race?
4. Who won the space race? Explain your answer.

Activity 3: The Vietnam War (1954-1975)

Ask the students to put the following Vietnam War events in the order in which they occurred:

- a) A cease-fire agreement is signed in Paris
- b) Vietcong Formed (National Liberation Front for South Vietnam)
- c) Over 200,000 US troops are sent to Vietnam
- d) South Vietnamese Premiere Ngo Dinh Diem rejects Geneva accords and refuses to participate in elections (with US backing).
- e) The Tet Offensive: The Vietcong scores a psychological victory

Answer: 1. d in 1955, 2. b in 1960, 3. c in 1965, 4. e in 1968, 5. a in 1973

Activity 4: The Korean War (1950-1953)

Ask the students to put the following Korean War events in the order in which they occurred:

- a) Eisenhower secretly goes to Korea on fact-finding mission
- b) US announces in UN its goal of a unified, anti-Communist Korea.
- c) Peace talks begin at Kaesong.
- d) Peace Treaty signed at Panmunjom. 38th parallel reset as boundary between communist North and anti-communist South. Cold War tensions continue unabated.
- e) US air attack on Pyongyang.
- f) North Korea crosses the 38th Parallel, invading South Korea.
- g) US/UN/ROK forces retake Seoul.

Answer: 1. f 2. b 3. g 4. c 5. e 6. a 7. d

Activity 5: Compare/Contrast

Ask students to do a “compare and contrast chart” regarding the Korean War and the Vietnam War. Ask them to compare and contrast these conflicts based on the following: government policy, how the conflict affected international relations, and domestic policy. Then have them list the eventual outcome of the conflicts.



Additional Readings & Resources

Korea Divided. Contains a map that shows how Korea was divided after World War II as well as information as to the divided Korea.

<http://ete.cet.edu/modules/korea/kdivided.html>

The Korean War. Contains a brief summary of the Korean War, videos, a photo gallery, and political perspectives.

<http://www.history.com/topics/korean-war>

The Vietnam War. Contains a brief recollection of the war, videos, and speeches from the era of the Vietnam War.

<http://www.history.com/topics/vietnam-war>

Using the clip sheet from page 9, screen the following video clips:

- Korean War
- Rosenbergs
- Khrushchev
- Goldwater
- Duck and Cover
- MAP of Warsaw Pact
- Space Race
- Trix ad
- Castro

The 50's Culture:

- Mainstream society had survived the Great Depression and World War II
- They learned the value of frugality and were very patriotic
- They bought homes, found jobs, married and raised families
- They believed in the traditional American values and the American dream
- When you got married you stayed married; living together without being married was not acceptable
- The father was considered the head of the home and children were expected to be obedient
- Fashion and grooming was conservative: short hair for men, dresses for women, etc.
- Most women did not work outside the home
- Families liked to be portrayed as the “perfect” family
- It was a time of Elvis, hula-hoops, drive-in movies, sock-hops, poodle skirts, James Dean, Marilyn Monroe, I Love Lucy, Leave It To Beaver, Father Knows Best, and malt shops

Part IV: The 1960s

The Berlin Wall and the Cuban Missile Crisis

Goals:

- ✓ Practice rhetorical analysis
- ✓ Participate in small group and class discussions
- ✓ Understand the gravity and nature of the Cuban Missile Crisis
- ✓ Analyze discussions from Dobrynin and Kennedy about the Crisis

Materials: DVD

Introduce and explain goals of the lesson.

Activity 1: Cuban Missile Crisis Analysis

Many historians believe that for thirteen days in 1962, the world was closer to nuclear war than at any other point in history. In the following activity the students will analyze and discuss the solution to this possibly lethal situation.

Print out copies of the selections from the following links. Have the students read the selections and answer the following questions.

Cable from the Soviet Ambassador to the USSR Foreign Ministry

http://www.gwu.edu/~nsarchiv/nsa/cuba_mis_cri/621027%20Dobrynin%20Cable%20to%20USSR.pdf

Memorandum for the Secretary of State from the Attorney General:

http://www.gwu.edu/~nsarchiv/nsa/cuba_mis_cri/621030%20Memorandum%20for%20Sec.%20of%20State.pdf

[s_cri/621030%20Memorandum%20for%20Sec.%20of%20State.pdf](http://www.gwu.edu/~nsarchiv/nsa/cuba_mis_cri/621030%20Memorandum%20for%20Sec.%20of%20State.pdf)

1. What sorts of statements do Dobrynin and Kennedy make regarding removal of U.S. missiles and bases in Turkey?
2. Other than the missiles in Turkey, what conditions can you see in either recollection (or in both) regarding an agreement to end the crisis?
3. Both Kennedy and Dobrynin recalled that time was of the essence and that Khrushchev needed to make a decision by the next day as to whether to remove the bases. Kennedy specifically notes that, “for otherwise, there would be drastic consequences.” Speculate as to what these “consequences” might have been.
4. Many questioned the U.S. position that having American missiles in Turkey pointed at the Soviet Union was acceptable, while the idea of Soviet missiles in Cuba pointed at the U.S. was not. In your own words, defend or reject this position. Be sure to give valid reasons for your belief.



Activity 2: Analytical Cuba and Vietnam Questions

The following is a list of multiple choice questions to ask the students. The actual U.S. answers are at the end of the activity.

Question 1:

Cuba, 1961: The leader of Cuba, Fidel Castro, has started conversing with the Soviet Union and has moved his country into the Soviet camp. He asked the Soviet Union for aid, to which they responded with military and economic support.

What action should the U.S. take regarding the rising communist nation in the Western Hemisphere (considering it is 1961)?

- A. Immediately proclaim war against Cuba before the Soviet Union gets too involved. A communist country so close to the United States cannot be tolerated.
- B. Fidel Castro must be removed from the Cuban government. The CIA should organize an undisclosed army of anti-Castro Cuban exiles. When the army is prepared, we should bring it to Cuba along with naval and air forces.
- C. Even though Castro is a Communist we should try to prevent him from becoming a Russian puppet. We should propose starting trade again with Cuba and granting Cuba loans and credits to aid their economy. We suggest not taking military action because if it fails it would only bring Castro closer to Russia.

Question 2:

U.S. intelligence found out that the Russians had been establishing offensive aircraft missiles in Cuba in October 1962. These weapons have the ability to explode nuclear bombs in American cities. Which decision should we propose to the President about this matter (considering it is October 1962)?

- A. We should create a naval blockade of Cuba, meaning that all ships going into Cuba will be examined by the U.S. Navy. We will insist that all offensive weapons are removed and the missile bases are closed. United States military should be concentrated in Florida to make sure Cuba knows what will happen if the missile bases are not removed.
- B. We should take this occasion to remove Castro and Communism from Cuba. We should use all our military resources to make sure that an incident like the 1961 Bay of Pigs does not reoccur.
- C. Because we have missile and air bases surrounding the Soviet Union in Turkey, Western Europe, and in other areas, we should not be hypocritical. We should work out a pact with Russia where we both remove our offensive bases that are geographically close to the other's border.

Question 3:

In late 1967 American military leaders were saying that the unpopular Vietnam War was close to over, although protests against the war continued. A surprising series of attacks

by the communists occurred in February of 1968. These attacks were all over South Vietnam, even to the American embassy in Saigon, the Capital of South Vietnam. This proved the end of the war was not close. What should the President do as a result of these attacks, which were called the Tet Offensive (considering it is 1967)?

- A. Because it is so obvious that we are not winning the war, we should start planning a disengagement plan. We should demonstrate to the North Vietnamese that we are ready to create peace negotiations. We should do this by limiting our bombing campaign, and solely bombing the demilitarized zone.
- B. The Tet attacks were unsuccessful because the North Vietnamese didn't occupy the cities they bombed for long. Because of this, we should continue with our present plan in Vietnam. More troops should be sent to Vietnam above the current 525,000. These additional troops will be used to win the war on the battlefield forcefully.
- C. Either our military leaders have no idea what is happening in Vietnam or they are purposefully misleading us. They told us we were winning the war, and then the Tet attacks happened!
- D. Now is time to get out of Vietnam. We should immediately declare an end to the war. We should talk with the Vietnamese Communists to make sure that our troops can leave peacefully. We should help the South Vietnamese military to make sure

they at least have a chance against the communists.

Answers: 1) B 2) A 3) A



Additional Readings & Resources

Attorney General Robert Kennedy's Memorandum to the Secretary of State.

Includes his recollections of his meeting with Soviet Ambassador to the U.S.

Dobrynin. It was at this meeting that the idea of exchanging missiles in Turkey for missiles in Cuba was discussed. The text of Kennedy's recollection can be found here.

http://www.gwu.edu/~nsarchiv/nsa/cuba_mis_cri/621030%20Memorandum%20for%20Sec.%20of%20State.pdf

Soviet Ambassador to the U.S. account of the meeting discussed above.

http://www.gwu.edu/~nsarchiv/nsa/cuba_mis_cri/621027%20Dobrynin%20Cable%20to%20USSR.pdf

The Cuban Missile Crisis, 1962: A

political perspective of the Crisis after 40 Years

http://www.gwu.edu/~nsarchiv/nsa/cuba_mis_cri/

American Foreign Policy Documents: The following link contains a list of documents pertaining to American foreign policy, specifically, the Bay of Pigs and the Cuban Missile Crisis.

<http://www.mtholyoke.edu/acad/intrel/cuba.htm>

Using the clip sheet from page 9, screen the following video clips:

- U2 Plane
- Kennedy
- Bay of Pigs
- Walled In
- The Wall
- 13 Days
- Fog of War
- Daisy Ad
- Dr. Stangelove
- Che
- Good morning Vietnam
- Platoon
- Born on the Fourth of July
- Apollo 11
- Al-Gaddafi
- Anti-War Protest
- Edwin Starr War music video



Office of the Attorney General
Washington, D. C.

THE COLD WAR

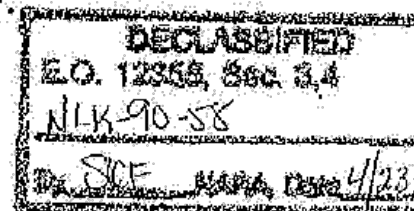
October 30, 1962

MEMORANDUM FOR THE SECRETARY OF STATE
FROM THE ATTORNEY GENERAL

At the request of Secretary Rusk, I telephoned Ambassador Dobrynin at approximately 7:15 p.m. on Saturday, October 27th. I asked him if he would come to the Justice Department at a quarter of eight.

We met in my office. I told him first that we understood that the work was continuing on the Soviet missile bases in Cuba. Further, I explained to him that in the last two hours we had found that our planes flying over Cuba had been fired upon and that one of our U-2's had been shot down and the pilot killed. I said these men were flying unarmed planes.

I told him that this was an extremely serious turn in events. We would have to make certain decisions within the next 12 or possibly 24 hours. There was a very little time left. If the Cubans were shooting at our planes, then we were going to shoot back. This could not help but bring on further incidents and that he had better understand the full implications of this matter.

~~TOP SECRET~~

Memorandum for
The Secretary of State

October 30, 1962

He raised the point that the argument the Cubans were making was that we were violating Cuban air space. I replied that if we had not been violating Cuban air space then we would still be believing what he and Khrushchev had said ~~before~~ -- that there were no long-range missiles in Cuba. In any case I said that this matter was far more serious than the air space over Cuba and involved peoples all over the world.

I said that he had better understand the situation and he had better communicate that understanding to Mr. Khrushchev. Mr. Khrushchev and he had misled us. The Soviet Union had secretly established missile bases in Cuba while at the same time proclaiming, privately and publicly, that this would never be done. I said those missile bases had to go and they had to go right away. We had to have a commitment by at least tomorrow that those bases would be removed. This was not an ultimatum, I said, but just a statement of fact. He should understand that if they did not remove those bases then we would remove them. His country might take retaliatory action but he should understand that before this was over, while there might be dead Americans there would also be dead Russians.

~~TOP SECRET~~

Memorandum for
The Secretary of State

October 30, 1962

He asked me then what offer we were making. I said a letter had just been transmitted to the Soviet Embassy which stated in substance that the missile bases should be dismantled and all offensive weapons should be removed from Cuba. In return, if Cuba and Castro and the Communists ended their subversive activities in other Central and Latin-American countries, we would agree to keep peace in the Caribbean and not permit an invasion from American soil.

He then asked me about Khrushchev's other proposal dealing with the removal of the missiles from Turkey. I replied that there could be no quid pro quo -- no deal of this kind could be made. This was a matter that had to be considered by NATO and that it was up to NATO to make the decision. I said it was completely impossible for NATO to take such a step under the present threatening position of the Soviet Union. ~~After some time elapsed~~ and per your instructions, I mentioned ~~four or five months~~ -- I said I was sure that these matters could be resolved satisfactorily.

Per your instructions I repeated that there could be no deal of any kind and that any steps toward easing tensions in other parts of the world largely depended on the Soviet Union and Mr.

~~TOP SECRET~~

Dobrynin Cable to the USSR Foreign Ministry, 27 October 1962

TOP SECRET
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CIPHERED TELEGRAM

Late tonight R. Kennedy invited me to come see him. We talked alone.

The Cuban crisis, R. Kennedy began, continues to quickly worsen. We have just received a report that an unarmed American plane was shot down while carrying out a reconnaissance flight over Cuba. The military is demanding that the President arm such planes and respond to fire with fire. The USA government will have to do this.

I interrupted R. Kennedy and asked him what right American planes had to fly over Cuba at all, crudely violating its sovereignty and accepted international norms? How would the USA have reacted if foreign planes appeared over its territory?

"We have a resolution of the Organization of American states that gives us the right to such overflights," R. Kennedy quickly replied.

I told him that the Soviet Union, like all peace-loving countries, resolutely rejects such a "right" or, to be more exact, this kind of true lawlessness, when people who don't like the social-political situation in a country try to impose their will on it—a small state where the people themselves established and maintained [their system]. "The OAS resolution is a direct violation of the UN Charter," I added, "and you, as the Attorney General of the USA, the highest American legal entity, should certainly know that."

R. Kennedy said that he realized that we had different approaches to these problems and it was not likely that we could convince each other. But now the matter is not in these differences, since time is of the essence. "I want," R. Kennedy stressed, "to lay out the current alarming situation the way the president sees it. He wants N.S. Khrushchev to know this. This is the thrust of the situation now."

"Because of the plane that was shot down, there is now strong pressure on the president to give an order to respond with fire if fired upon when American reconnaissance planes are flying over Cuba. The USA can't stop these flights, because this is the only way we can quickly get information about the state of construction of the missile bases in Cuba, which we believe pose a very serious threat to our national security. But if we start to fire in response—a chain reaction will quickly start that will be very hard to stop. The same thing in regard to the essence of the issue of the missile bases in Cuba. The USA government is determined to get rid of those bases—up to, in the extreme case, bombing them, since, I repeat, they pose a great threat to the security of the USA. But in response to the bombing of these bases, in the course of which Soviet

specialists might suffer, the Soviet government will undoubtedly respond with the same against us, somewhere in Europe. A real war will begin, in which millions of Americans and Russians will die. We want to avoid that any way we can, I'm sure that the government of the USSR has the same wish. However, taking time to find a way out [of the situation] is very risky (here R. Kennedy mentioned as if in passing that there are many unreasonable heads among the generals, and not only among the generals, who are 'itching for a fight'). The situation might get out of control, with irreversible consequences."

"In this regard," R. Kennedy said, "the president considers that a suitable basis for regulating the entire Cuban conflict might be the letter N.S. Khrushchev sent on October 26 and the letter in response from the President, which was sent off today to N.S. Khrushchev through the US Embassy in Moscow. The most important thing for us," R. Kennedy stressed, "is to get as soon as possible the agreement of the Soviet government to halt further work on the construction of the missile bases in Cuba and take measures under international control that would make it impossible to use these weapons. In exchange the government of the USA is ready, in addition to repealing all measures on the "quarantine," to give the assurances that there will not be any invasion of Cuba and that other countries of the Western Hemisphere are ready to give the same assurances—the US government is certain of this."

"And what about Turkey?" I asked R. Kennedy.

"If that is the only obstacle to achieving the regulation I mentioned earlier, then the president doesn't see any insurmountable difficulties in resolving this issue," replied R. Kennedy. "The greatest difficulty for the president is the public discussion of the issue of Turkey. Formally the deployment of missile bases in Turkey was done by a special decision of the NATO Council. To announce now a unilateral decision by the president of the USA to withdraw missile bases from Turkey—this would damage the entire structure of NATO and the US position as the leader of NATO, where, as the Soviet government knows very well, there are many arguments. In short, if such a decision were announced now it would seriously tear apart NATO.

"However, President Kennedy is ready to come to agreement on that question with N.S. Khrushchev, too. I think that in order to withdraw these bases from Turkey," R. Kennedy said, "we need 4-5 months. This is the minimum amount of time necessary for the US government to do this, taking into account the procedures that exist within the NATO framework. On the whole Turkey issue," R. Kennedy added, "if Premier N.S. Khrushchev agrees with what I've said, we can continue to exchange opinions between him and the president, using him, R. Kennedy and the Soviet ambassador. However, the president can't say anything public in this regard about Turkey," R. Kennedy said again. R. Kennedy then warned that his comments about Turkey are extremely confidential; besides him and his brother, only 2-3 people know about it in Washington.

"That's all that he asked me to pass on to N.S. Khrushchev," R. Kennedy said in conclusion. "The president also asked N.S. Khrushchev to give him an answer (through

the Soviet ambassador and R. Kennedy) if possible within the next day (Sunday) on these thoughts in order to have a business-like, clear answer in principle. [He asked him] not to get into a wordy discussion, which might drag things out. The current serious situation, unfortunately, is such that there is very little time to resolve this whole issue. Unfortunately, events are developing too quickly. The request for a reply tomorrow," stressed R. Kennedy, "is just that—a request, and not an ultimatum. The president hopes that the head of the Soviet government will understand him correctly."

I noted that it went without saying that the Soviet government would not accept any ultimatums and it was good that the American government realized that. I also reminded him of N.S. Khrushchev's appeal in his last letter to the president to demonstrate state wisdom in resolving this question. Then I told R. Kennedy that the president's thoughts would be brought to the attention of the head of the Soviet government. I also said that I would contact him as soon as there was a reply. In this regard, R. Kennedy gave me the number of a direct telephone line to the White House.

In the course of the conversation, R. Kennedy noted that he knew about the conversation that television commentator Scali had yesterday with an Embassy adviser on possible ways to regulate the Cuban conflict [one-and-a-half lines whited out].

I should say that during our meeting R. Kennedy was very upset; in any case, I've never seen him like this before. True, about twice he tried to return to the topic of "deception," (that he talked about so persistently during our previous meeting), but he did so in passing and without any edge to it. He didn't even try to get into fights on various subjects, as he usually does, and only persistently returned to one topic: time is of the essence and we shouldn't miss the chance.

After meeting with me he immediately went to see the president, with whom, as R. Kennedy said, he spends almost all his time now.

27/X-62 A. DOBRYNIN

[Source: Russian Foreign Ministry archives, translation from copy provided by NHK, in Richard Ned Lebow and Janice Gross Stein, We All Lost the Cold War (Princeton, NJ: Princeton University Press, 1994), appendix, pp. 523-526; also printed in the Cold War International History Project Bulletin No. 5, with minor revisions.]

The 60's Counterculture:

- People challenged the values of the older mainstream culture
- People pursued personal freedom and alternative lifestyles
- People were against materialism and conformity
- Political activity to stop racism, war, and poverty was common
- Set up isolated self-sufficient communities came about
- Many did drugs and engaged in “free love” or casual sex
- Dress was outrageous for the time: long hair on men, beads, tie-dye, designs, fringe, short skirts, no bras, etc.
- Demonstrations against the Vietnam War were held
- It was the time of Woodstock, The Beatles, The Doors, Joni Mitchell, Jimi Hendrix, Jefferson Airplane, and Janis Joplin

Activity: Compare and Contrast

Ask the students to make a Venn diagram listing similarities and differences of the 50s and 60s cultures and countercultures. Include social and political aspects in the analysis.

Part V: The 1970s

The Expansion of Communism

Goals:

- ✓ Practice rhetorical analysis
- ✓ Participate in small group and class discussions
- ✓ Analyze the American view of communist China at this time

Materials: DVD

Introduce and explain goals of the lesson.

Activity 1: China Analysis

The following is an analytical multiple choice question to ask the students. The actual U.S. answer is at the end of the activity.

Question:

We did not formally recognize the People's Republic of China after the Communist takeover in 1948. We considered the Nationalist government in Taiwan the actual government of China.

Recently it appears Chinese-American relations have been improving. The United States ping pong team was even invited to play in China. China has said they will reopen relations with us if we formally recognize the People's Republic of China and give them a seat in the United Nations. Which of the following options should we recommend to the President (considering it is 1972)?

- A. China has reached out to us; it is now our turn to improve Sino-American

relations. The president should take a trip to China or consider a similar grand gesture that would show our want to improve relations. In addition, we should give the People's Republic of China Taiwan's seat at the United Nations, and not contend that Taiwan represents the whole of China.

- B. Although it is true that now is our time to better relations with China, we should not jeopardize our relations with Taiwan in the process. We should work to keep up our relations with Taiwan while building up our relationship with the People's Republic of China. Taiwan has been a loyal ally. If we abandon them in the process of bettering our relations with China, then it will appear we abandoned Taiwan for China. If we do this we would not be seen as a reliable ally.
- C. We should not work to better our relations with a country that we fought against less than 20 years ago in the Korean War, where thousands of American soldiers died. China is the communist nation that provided support against us to North Vietnam during the Vietnam War as well as in the Korean War. It was a mistake to recognize the Soviet Union, let's not make that same mistake with the People's Republic of China.

Answers: A



Activity 2: Détente Breakdown

In the late 60s and into the 70s Richard Nixon and his national security adviser, Henry Kissinger, developed a new Cold War strategy. Rather than maintaining an antagonistic stance against all communist nations, they decided to try for a more constructive approach in dealing with the world's major communist countries. This more flexible policy was called détente, the French word for "relaxation". In 1972 Nixon became the first president to visit the communist China. A few months later, he became the first president to visit the Soviet Union. Through these efforts, the U.S. and the USSR began negotiations to limit nuclear weapons in what later became known as the "SALT" talks.

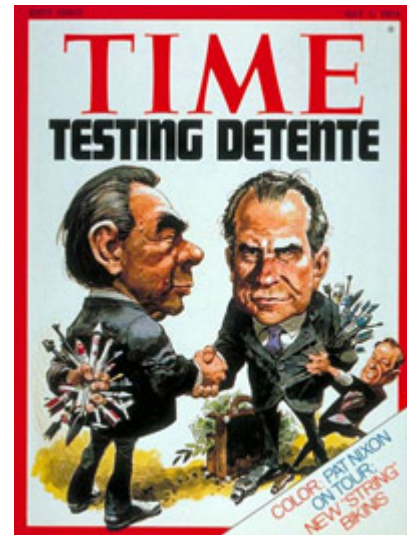
Lead a discussion asking students to speculate on whether Nixon's Détente policy was designed for promotion of better foreign relations with the Soviets or if the policy was designed to ensure Nixon's reelection in 1972.

Extended Activity: Ask students to research the political visits to the Soviet Union and to China that came about as a result of the Détente initiative. Have the students role-play meetings between Nixon and Leonid Brezhnev or Mao Zedong. This will help the students grasp the opposing political ideals of this time.

Extra question for students:

The Soviet Union was against the practices of capitalism; an economic system that involves free trade and the right for anyone to start their own business for their own profit. What are some examples of this

economic system that you have seen firsthand?



Additional Readings & Resources

Cold War Interview with Henry Kissinger. Contains information about Kissinger's experiences with China, Russia, and Vietnam during the Détente initiative. <http://www.gwu.edu/~nsarchiv/coldwar/interviews/episode-15/kissinger1.html>

Using the clip sheet from page 9, screen the following video clips:

- Nixon in China
- Nixon resigns
- The Killing Fields Trailer
- Cambodian Genocide
- Iran crisis

Part VI: The 1980s

The Fall of the Berlin Wall and of Communism

Goals:

- ✓ Practice rhetorical analysis
- ✓ Participate in small group and class discussions
- ✓ Participate in screening as focused, reflective, and critical viewers
- ✓ Evaluate the policy of détente

Materials: DVD, the Butter Battle Book by Dr. Seuss

Introduce and explain goals of the lesson.

Activity 1: Screening

View the Land of Confusion video

Activity 2: Video Analysis

The following list contains names of famous people and characters seen in the Land of Confusion video. Give the students the list of names before the video is played. Ask the students to watch for which famous people or characters they recognize in the video. The goal of this activity is to demonstrate to the students the effects the Cold War had on society by showing that it was even relevant in popular music videos.

List of various famous people and characters seen in the Land of Confusion Video:

- Tony Banks
- Phil Collins
- Mike Rutherford
- Ronald Reagan
- Nancy Reagan
- Jimmy Carter
- Margaret Thatcher
- Henry Kissinger
- Robert Maxwell
- David Owen
- Richard Brandson
- Prince Charles
- Benito Mussolini
- Ayatollah Khomeini
- Mikhail Gorbachev
- Leonid Brezhnev
- Muammar al-Gaddafi
- Johnny Carson
- Walter Cronkite
- Richard Nixon
- Leonard Nimoy
- Bob Hawke
- François Mitterrand
- Thomas Gottschalk
- Helmut Kohl
- Erich Honecker
- Urho Kekkonen
- Alan Greenspan
- Queen Elizabeth II
- Prince Philip
- Pope John Paul II
- Michael Jackson
- Madonna
- Princess Diana
- Stephen King
- Walter Matthau
- Paul McCartney
- Bill Cosby
- Sting
- Bob Geldof



Activity 3: Russian Invasion Analysis

The following is an analytical multiple choice question to ask the students. The actual U.S. answer is at the end of the activity.

Question:

In January of 1980 the Soviet military invaded Afghanistan to put a communist system in the government to replace the existing communist governmental system in order to for the Soviets to gain more control there. The Persian Gulf oil lifeline lies close geographically to Afghanistan. Having more control in the Afghan government would mean the Soviet's would have more say as to where the world's oil supply went, which could economically threaten the Free World. What option should we recommend to the President (considering it is 1980)?

- A. This decision on Russia's behalf is considered to be a risky move to take after the Cold War. This is the first time Russian troops intervened in a sovereign nation. We suggest a response of cutting trade, not participating in the Moscow Summer Olympics, and stopping grain and electronic sales to the Soviet Union.

- B. Overreacting to Russia's invasion may create a problem itself. Although we believe we should express disapproval of the invasion, stopping grain sales and not participating in the Olympics would not better the situation. What we should do is postpone the arms limitation treaty, Salt II, until the Soviet Union withdraws from Afghanistan.
- C. We believe that we, and our allies, should boycott the Moscow Olympics. In addition, we believe the President should limit trade, including grain and electronic equipment to the Soviet Union. We should directly warn the Soviets about the threat they are putting on the Persian Gulf. The Soviet Union should understand that any negative move in the Persian Gulf will be met by military force from the United States.

Answer: C



Activity 4: The Pros and Cons of Communism Analysis

Ask the students to create lists of the pros and cons of communism. They may do so in groups of three or four in order to stimulate conversation. When they are done ask three or four students to share what they have written.

The following is an example list.

Pros

- People are Equal
- Everyone has a job and money
- No competition

Cons

- Government elites are treated better than the average citizen
- Long lines and long waits
- Resources wasted or not enough for all people
- No incentive to work hard
- Black markets



Activity 5: Reading Analysis: *The Butter Battle Book*, by Dr. Seuss

Read the Butter Battle Book to the students and then ask them the following analytical questions:

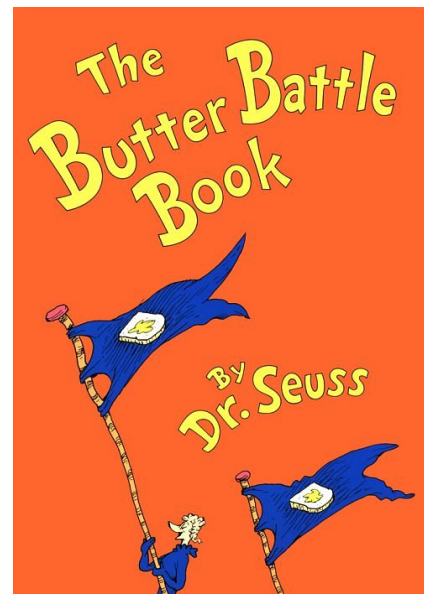
-Escalating Conflict: Why do the weapons get bigger and bigger?

-How is this book an allegory to the Cold War?

-Can either side win?

-Are there examples in the world today that can again be applied to the book?

-Compare the Zooks and Yooks to two peaceful countries with a border like the US and Canada.



Activity 6: A Personal Account of the Fall of the Berlin Wall

Have the students read the personal account of the fall of the Berlin Wall on the 11th and 12th of November 1989 and then answer the following questions.

Andreas Ramos' Personal Account:

<http://andreas.com/berlin.html>

Questions:

1. What does Ramos say the impact of the fall of the Wall was on the East German economy? How did the West German government deal with the economic ramifications of the fall of the Wall?
2. Was everyone happy that Germany and Berlin were being reunified? Give an example to support your answer.
3. What does Ramos note about the East German guards as the wall came down? What does he say the mayors of East and West Berlin did as the wall came down?
4. What were the positives and negatives of East and West Germany reuniting after the fall of the Berlin Wall? Do you think the reunification was necessary? Could the two have existed as separate, non-communist countries or was it inevitable that they would eventually have gotten back together? Explain your answer.



Additional Readings & Resources

The Berlin Wall. Chronicles the background, building, and fall of the Wall, and also includes some pictures of the Wall at various points in its history

<http://userpage.chemie.fu-berlin.de/BIW/wall.html>

Ronald Reagan's "Tear down this wall" speech.

Contains transcript of Reagan's remarks for hope to symbolically and physically tear down the Berlin Wall.

<http://www.historyplace.com/speeches/reagan-tear-down.htm>

Using the clip sheet from page 9, screen the following video clips:

- U.S. Boycotts Olympics
- Hammer and Tickle – Ronald Reagan
- Hammer and Tickle – Factory Cartoon
- Butter Battle Book
- Star Wars
- Star Wars #2
- Russians by Sting
- Depeche Mode – People are People
- Rocky IV
- Phil Collins – Land of Confusion
- Hammer and Tickle - Russian Leaders
- Chernobyl
- Iran – Contra Affairs cartoon
- Oliver North
- SLIDE – Glasnost and Perestroika
- Reagan at Brandenburg Gate at Berlin
- Tiananmen Square
- Fall of the wall
- David Hasselhoff on wall

Mikhail Gorbachev's Glasnost and Perestroika

If you have ever heard the saying, “Those who do not learn from history are doomed to repeat it”, you understand the importance of reform and continuously moving forward in any given society. Mikhail Gorbachev was a forward thinker, and he knew the dangers of his nation repeating its tumultuous history. When he came to power in the mid-1980s, the Communist Party was the ruling faction in the USSR. Through his ideas of perestroika and glasnost, he was able to change 75 years of thought among his people and move the nation into a new beginning.

Identification

By definition, Glasnost translates to English as “freedom of speech”. Gorbachev believed that if he was more open with the public, it might help lessen the corruption of the Soviet government and the Communist Party. This was Gorbachev’s way of being more open with his people without completely divulging any secrets or information. Perestroika, which comes from the Russian word that means “restructuring”, is basically defined as the restructuring of the political, social, and economic system. In Gorbachev’s case, perestroika was a type of restructuring that helped develop democracy throughout the USSR. However, it was met with great resistance from the economic bureaucracy, as it gave more economic independence to companies rather than the main force.

Significance

The significance of Gorbachev’s glasnost and perestroika was to expose the decades of corruption in the political, economic and social control created by Marx, Lenin, and Stalin. This, in turn, gave Russians much more freedom in their daily lives and in the economic dealings. It led to less censorship throughout the country and people were allowed to discuss politics like never before. Eventually, the significance of Gorbachev’s plan would change the history of Russia and mold it into a freer capitalist society.

Effects

The effect of glasnost gave the media more control. As a result, members of the media made the government more transparent. The Soviet government covered the shame concerning hunger, poor housing situations, pollution, and alcoholism among the population. Another major effect of glasnost was the release of thousands of political prisoners and dissenters from the Gulag, or the Russian penal system that forced people to do hard labor as punishment for their actions. Glasnost also opened the doors for banned literature, giving the people the right to read books that were not allowed prior to this period. The main effect of perestroika completely changed Russia’s economy. It gave businesses and enterprises more economic freedom to become self-financed and achieve more than they could before.

The Fall of the Berlin Wall: A Personal Account

Andreas Ramos

Berlin, 11th and 12th of November, 1989: On Thursday, the 9th of November, 1989, and Friday the 10th, the TV and radio in Denmark was filled with news about the events in Berlin. The **Berlin Wall** was about to fall. On Saturday morning, the 11th of November, I heard on the radio that East Germany was collapsing. At the spur of the moment, I suggested to Karen, my Danish wife, and two Danish friends, Rolf Reitan and Nana Kleist, that we should go to Berlin. We talked about what one should take to a revolution: it was a very cold, dry November day. We settled on a dozen boiled eggs, a thermos pot of coffee, extra warm clothes, sleeping bags, and a battery-powered radio. The four of us packed into my 25 year old Volkswagen bug and we drove off.

It's normally an eight hour drive from Aarhus, Denmark, to Berlin. We took the Autobahn down to Hamburg and then across one of the transit routes to Berlin. Berlin is in the center of East Germany. There are only three highways which allow access from West Germany. At the border city of Braunschweig (Brunswick), on the German side, we began to see the first Trabants. These are small East German cars. They don't just look like toy cars, they look like Donald Duck's car. It was designed by a famous East German industrial designer during the 50s and it never changed. It's the only car in the world with tail fins. It has cheap, thin metal that rusts easily. The two-stroke engine buzzes like a lawn mower and pumps out clouds of smoke. God help you if you're standing near one. Trabants, which Germans call Trabis, have a top speed of about 50 miles an hour.

After a pizza in Braunschweig, we drove towards the German/German border. It was about 11 p.m. at night now. The traffic began to slow down. Soon there was very heavy traffic. In the distance there was a tremendous cloud of light. No one knew what was going on. On the radio, reports followed one another, contradicting each other. Soon, we began to pass cars that were parked along both sides of the Autobahn. People were walking along, all heading towards the border.

We finally reached the border just after midnight. The East German border was always a serious place. Armed guards kept you in your car, watching for attempts at escapes. Tonight was a different country. Over 20,000 East and West Germans were gathered there in a huge party: as each Trabi came through, people cheered and clapped. East Germans drove through the applause, grinning, dazed, as thousands of flashbulbs went off. The traffic jam was spectacular. The cloud of light turned out to be the headlights of tens of thousands of cars in a huge cloud of Trabi exhaust fumes. We got out of the car and began walking. Between lanes of cars, streams of people were walking, talking together. Under one light, a group of musicians were playing violins and accordions and men and women were dancing in circles. Despite the brilliantly cold night, car windows were open and everyone talked to each other.

We met people from Belgium, France, Sweden, Spain, England: they had all left their homes and come to see the wall be torn down. Germans were drunk with joy. Everyone spoke in all sorts of languages and half languages. French spoke German and Spaniards spoke French and everyone

spoke a bit of German. We walked for a while with a French family from Belgium: the mother had packed her two young daughters into the car and came to see the German revolution.

Along with everyone else headed towards Berlin were thousands of East Germans; they had been in West Europe for a blitz tour with the kids and grandmother in the back, to look around and drive back again. Without passports, they had simply driven through the borders. Amused West European border guards let them pass. They smiled and waved to everyone.

At the checkpoint, which is a 25 lane place, people milled around. It was nearly 3 a.m. by now. It had taken us three hours to go through the traffic jam of cheering and applause. West Germans are environmentally conscious and if they're stuck in traffic, they turn off the engine and push their cars. East Germans, on the other hand, sat in their Trabis, putting out clouds of exhaust. Everyone had their radios on and everywhere was music. People had climbed up into trees, signs, buildings, everything, to wave and shout. Television teams stood around filming everything. People set up folding tables and were handing out cups of coffee. A Polish engineer and his wife had run out of gas; someone gave us some rope, so we tied the rope to his car and pulled them along.

We walked through the border. On both sides the guard towers were empty and the barbed wire was shoved aside in great piles. Large signs told us that we needed sets of car documents. The East German guard asked if we had documents. I handed him my Danish cat's vaccination documents, in Danish. He waved us through.

We were finally inside East Germany on the transit highway to Berlin. We could see headlights stretching into the distance, a river of light winding through hills and valleys as far as one could see. We counted our odometer and saw that in the opposite direction both lanes were filled and stopped for 35 kilometers. We counted people and cars for a kilometer and guessed that perhaps another one hundred thousand people were headed westward towards West Germany.

We drove along, listening to the radio. The only thing was Berlin. Reporters went back and forth, describing the events on the streets and where people had gathered at the wall. There were reports of shoving and arrests. Large crowds were beginning to form into mobs. Police stood around. There were reports of rumor of soldiers and military vehicles, both East and West. At one point in the wall, the crowd had begun to tear down the wall. They succeeded in carrying away a 3 meter tall slab.

We arrived in Berlin at 4:30 a.m., five hours longer than usual. We drove first to Brandenburgerplatz, where the statute of Winged Victory stands atop a 50 meter column, which celebrates a military victory in the 1890s over Denmark. Cars were abandoned everywhere, wherever there was space. Over 5,000 people were there. I began talking to people. We left the car and began to walk through a village of television trucks, giant satellite dishes, emergency generators, and coils of cables, and tents. Cameramen slept under satellite dishes. At the wall, West German police and military was lined up to prevent chaos. West German military trucks were lined up against the wall, to protect it from the West Germans. Hundreds of West German police stood in rows with their tall shields. On top of the wall, lined up at parade rest, stood East

German soldiers with their rifles. Groups of West Germans stood around fires that they had built. No one knew what was going on.

After a while, we walked to Potsdamer Platz. This used to be the center of Berlin. All traffic once passed through the Potsdamer Platz. Now it was a large empty field, bisected by the wall. Nearby was the mound that was the remains of Hitler's bunker, from which he commanded Germany into total defeat. We talked to Germans and many said that the next break in the wall would be here. It was still very dark and cold at 5 a.m. Perhaps 7,000 people were pressed together, shouting, cheering, clapping. We pushed through the crowd. From the East German side we could hear the sound of heavy machines. With a giant drill, they were punching holes in the wall. Every time a drill poked through, everyone cheered. The banks of klieg lights would come on. People shot off fireworks and emergency flares and rescue rockets. Many were using hammers to chip away at the wall. There were countless holes. At one place, a crowd of East German soldiers looked through a narrow hole. We reached through and shook hands. They couldn't see the crowd so they asked us what was going on and we described the scene for them. Someone lent me a hammer and I knocked chunks of rubble from the wall, dropping several handfuls into my pocket. The wall was made of cheap, brittle concrete: the Russians had used too much sand and water.

Progress seemed rather slow and we figured it'd take another hour. The car wouldn't start anymore without a push. We went back towards the city for coffee or beer or whatever. We drove down the Kurfurstendamm (the Ku'damm), the central boulevard. Hundreds of thousands of people were walking around, going in and out of stores, looking around, drinking cheap East German champagne. Thousands of champagne bottles littered the streets. Thousands of Trabis were parked wherever they had found a space, between trees, between park benches, on traffic islands. Everything was open: restaurants, bars, discos, everything. Yesterday over two million East Germans had entered Berlin. The radio reported that over 100,000 were entering every hour. With Berlin's population of three million, there were over five million people milling around in delirious joy celebrating the reunion of the city after 28 years (Aug. 12, 1961-Nov. 9, 1989). A newspaper wrote banner headlines: Germany is reunited in the streets!

The East German government was collapsing. East German money was worthless. West Germany gave every East German 100 Deutschmark, which amounted to several months wages. The radio announced that banks and post offices would open at 9 a.m. so that the people could pick up their cash with a stamp in their identification papers. Thousands stood in line.

We left our car in front of the Gedankniskirchen, the Church of Remembrance, a bombed out ruins of a church, left as a memorial to the victims of the war.

We walked into a bar. Nearly everything was sold out. A huge crowd was talking and laughing all at once. We found a table. An old woman came up and asked if we were Germans. We said no, Danish, and invited her and her family to our table. We shared chairs and beer. They were East Germans, mother, father, and daughter. She worked in a factory, her husband was a plumber, and the daughter worked in a shop. They came from a small village several hundred kilometers to the south. The old woman said that she had last seen Berlin 21 years ago and couldn't recognize it. They told us about the chaos of the last few weeks. I asked them what they

had bought in Berlin. They all pulled out their squirt guns. They thought it was so funny to fill up the squirt guns with beer and shoot at everybody. The family had chased a cat in an alley and eaten a dinner of bananas, a luxury for them. We talked about movies; they knew the directors and cameramen. The father was very happy at the idea of being able to travel. He wanted to go to Peru and see Machu Picchu and then to Egypt and see the pyramids. They had no desire to live in the West. They knew about unemployment and drug problems. Their apartment rent was \$2 a month. A bus ticket cost less than a penny.

At seven a.m. or so, we left and headed back to the Potsdammer Platz. Old Volkswagens don't have gas gauges. The car ran out of gas. Someone said that there was a gas station five blocks ahead. People joined us in pushing the car to the gas station. When we arrived, people were standing around. The electricity had failed in the neighborhood so the gas pumps were dead. The owner shrugged at the small bother and waved us towards the coffee. Dozens of East Germans, young, old, children, stood around drinking coffee. After an hour or so, the electricity came on and we filled up the tank. With a crowd of people, we pushed the car up and down the street three times to get it to start. We drove back to Potsdammer Platz.

Everything was out of control. Police on horses watched. There was nothing they could do. The crowd had swollen. People were blowing long alpine horns which made a huge noise. There were fireworks, kites, flags and flags and flags, dogs, children. The wall was finally breaking. The cranes lifted slabs aside. East and West German police had traded caps. To get a better view, hundreds of people were climbing onto a shop on the West German side. We scampered up a nine foot wall. People helped each other; some lifted, others pulled. All along the building, people poured up the wall. At the Berlin Wall itself, which is 3 meters high, people had climbed up and were sitting astride. The final slab was moved away. A stream of East Germans began to pour through. People applauded and slapped their backs. A woman handed me a giant bottle of wine, which I opened and she and I began to pour cups of wine and hand them to the East Germans. Journalists and TV reporters struggled to hold their cameras. A foreign news agency's van with TV cameras on top was in a crowd of people; it rocked and the cameramen pleaded with the crowd. Packed in with thousands, I stood at the break in the wall. Above me, a German stood atop the wall, at the end, balanced, waving his arms and shouting reports to the crowd. With all of the East Germans coming into West Berlin, we thought it was only fair that we should go to East Berlin. A counterflow started. Looking around, I saw an indescribable joy in people's faces. It was the end of the government telling people what not to do, it was the end of the Wall, the war, the East, the West. If East Germans were going west, then we should go east, so we poured into East Berlin. Around me, people spoke German, French, Polish, Russian, every language. A woman handed her camera to someone who was standing atop rubble so that he could take her picture. I passed a group of American reporters; they didn't speak anything and couldn't understand what was going on, pushing their microphones into people's faces, asking "Do you speak English?" Near me, a knot of people cheered as the mayors of East Berlin and West Berlin met and shook hands. I stood with several East German guards, their rifles slung over their shoulders. I asked them if they had bullets in those things. They grinned and said no. From some houses, someone had set up loudspeakers and played Beethoven's ninth symphony: *Alle Menschen werden Bruder*. All people become brothers. On top of every building were thousands of people. Berlin was out of control. There was no more government, neither in East

nor in West. The police and the army were helpless. The soldiers themselves were overwhelmed by the event. They were part of the crowd. Their uniforms meant nothing. The Wall was down.

After a while, we left and went back to the city, to find some food. The TV was set to East German TV. The broadcasters began showing whatever they wanted: roving cameras in the street, film clips, porno, speeches from parliament, statements, videos, nature films, live interviews. West Berliners went out of their homes and brought East Germans in for food and rest. A friend of ours in Berlin had two families sleeping in her living room. The radio told that in Frankfurt, a Trabi had been hit by a Mercedes. Nothing happened to the Mercedes but the Trabi was destroyed. A crowd of people collected money for the East German family; the driver of the Mercedes gave them her keys and lent them her car for the weekend. A West German went home, got his truck, and drove the Trabi back to East Germany. Late Sunday, the West German government declared on radio and TV that East Germans had free access to all public transportation: buses, streetcars, and trains, plus free admission to all zoos, museums, concerts, practically everything. More than 80% of East Germany was on vacation in West Germany, nearly 13 million people, visiting family and friends in the West. After a week, nearly all returned home.

After a dinner of spaghetti, we got back into the Volkswagen and headed home. The radio talked about delays of ten hours, but then again, that was just another rumor. At the border, there were no guards anymore. Late the next morning, we were back in Denmark.

Part VII: End of the Cold War

The Culmination of the War and the USSR

Goals:

- ✓ Practice rhetorical analysis
- ✓ Participate in small group and class discussions
- ✓ Analyze what major influences contributed to the end of the Cold War
- ✓ Discuss major Cold War figures and what their contributions were

Materials: DVD

Introduce and explain goals of the lesson.

Activity 1: Cold War Figures Evaluation

Have the students describe the significance of each Cold War figure to the best of their ability. Then choose a student to describe each one.

1. Harry S. Truman
2. Josef Stalin
3. John F. Kennedy
4. Nikita Khrushchev
5. Richard Nixon
6. Ronald Reagan



Activity 2: Post Cold War Essay

Ask students to write essays on the role of the United States as the last remaining superpower in the post-Cold War era. Have the students base their essays on the following questions: How has our role in the world community changed since the fall of communism? What nations now are a threat to world stability and international security? What should the role of the United States be in regard to maintaining world peace? (You may wish to include other questions or narrow the scope of the essay, depending on the time available.)



Activity 3: Political Cartoon Questions

Ask the students each of the following questions to go along with the political cartoons at the end of this section.

1. What issue or event does the cartoon deal with?
 2. What is the cartoon's message?
 3. Does the cartoon clearly convey the desired message? Why or why not?
 4. What groups would agree/disagree with the cartoon's message? Why?
-

Additional Readings & Resources

The New York Times: Russians Ask: Are we now better off than years ago?

This 1996 article by Michael Specter analyzes Russia governmentally and socially now compared to it during the Cold War era.

<http://www.nytimes.com/1996/06/16/world/the-russian-vote-the-overview-russians-choosing-today-either-reforms-or-the-past.html?pagewanted=all&src=pm>

Cold War Political Cartoons and Descriptions.

Explains how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on communist containment and the Korean War. Specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information is cited.









<http://tahgrant.cps-k12.org/curriculum/analyzing-cold-war-cartoons-franzyi.aspx>

Using the clip sheet from page 9, screen the following video clips:

- End of USSR





Lesson Title: Analyzing and Interpreting Cold War Political Cartoons





Component	Description
Indicator(s) <ul style="list-style-type: none"> Content Literacy Skill 	<p>Ohio 202 Social Studies Standards, Grade 10, Benchmark E, GLI 8. Explain how the Cold War and related conflicts influence U.S. foreign policy after 1945 with emphasis on communist containment and the Korean War.</p> <p>ELA Common Core, Grade 9-10, RH. 9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>
Objective	After learning about the events of the Cold War in the 1940s, 1950s and early 1960s, students will apply their knowledge by analyzing and interpreting the meaning of 8 political cartoons.
Civic Engagement Connection	Students need to identify visual symbols in political cartoons in order to understand author's point of view.
Materials	<ul style="list-style-type: none"> Political cartoons available as an attachment and can be found at: National Library of Wales, Illingworth Online Collection, http://www.llgc.org.uk/illingworth - See details below <ul style="list-style-type: none"> (Bevin and Molotov arguing over the Iron Curtain , Dec. 10, 1947) (Herbert Morrison administers his "anti-red purge", Mar. 15, 1948) (Truman and Stalin fight a mock duel over Berlin, Apr 5, 1948) (War with China/UN, Nov. 29, 1950) (McCarthy's witch, Mar. 9, 1954) (Laika's place in history, Nov. 4, 1957) (In the shadow of the bomb, Oct. 25, 1961) (Cold war arm-wrestling Oct. 29, 1962) Teacher should create a photo bank of the historical figures shown in the cartoon or create a power point to show students the historical figures before seeing the cartoons.
Preview	Students will examine a current political cartoon about a local issue that they understand. As a class, students will identify the symbols and meaning in the political cartoon. Teacher will select a relevant political cartoon that students can easily understand.
Modeling & Guided Practice	<p>The teacher will display for the class the political cartoon on the iron curtain (Dec 1947 The Allies agree to a plan for Germany's future). Together in class the students will identify the symbols in the cartoon, Cold War event and the author's point of view and/or message of the cartoon.</p> <p>Teacher will guide students in how to analyze and interpret the symbols and meaning of the cartoon. Students will record information on their teacher created worksheet/chart or in their historian's notebook.</p>
Independent Inquiry	<p>Class will break into groups of two or three. Each group will receive one political cartoon. In the group students will first identify the symbols they see in the cartoon and the who/what the symbols are representing. Use the photo bank as necessary. Students will record their responses on a teacher created worksheet/chart. OR students will use their historian's notebook to record responses. Additionally, students will identify and record the Cold War event referred to in the cartoon. Lastly students will record the point of view and message of the cartoon on their worksheet/chart or historians notebook.</p> <p>Groups will receive a new cartoon and continue the same process until they have viewed all the cartoons</p>

Processing	Each group will present the last cartoon they analyzed. Class will discuss student responses. Teacher will answer clarifying questions. During the discussion students will place Cold War events on a spectrum that answers the question: "How much tension did this Cold War event cause? Spectrum should be labeled on the left "simmering on low heat" mild, in the middle medium hot, on the far right "on the brink of war" sizzling hot.
	Illingworth, Leslie Gilbert, <i>Bevin and Molotov arguing over the Iron Curtain</i> , Dec. 10, 1947
	Illingworth, Leslie Gilbert, <i>Herbert Morrison administers his "anti-red purge"</i> , Mar. 15, 1948
	Illingworth, Leslie Gilbert, <i>Truman and Stalin fight a mock duel over Berlin</i> , Apr 5, 1948
	Illingworth, Leslie Gilbert, <i>War with China/UN</i> , Nov. 29, 1950
	Illingworth, Leslie Gilbert, <i>McCarthy's witch</i> , Mar. 9, 1954
	Illingworth, Leslie Gilbert, <i>Laika's place in history</i> , Nov. 4, 1957
	Illingworth, Leslie Gilbert, <i>In the shadow of the bomb</i> , Oct. 25, 1961
	Illingworth, Leslie Gilbert, <i>Cold war arm-wrestling</i> , Oct. 29, 1962

Analyzing Cold War Political Cartoons

Directions: Working with a partner, examine each political cartoon to identify the symbols, the Cold War event and to determine the author's point of view and/or message of the cartoon. Use the picture bank to help you identify the historical figures in the cartoons.

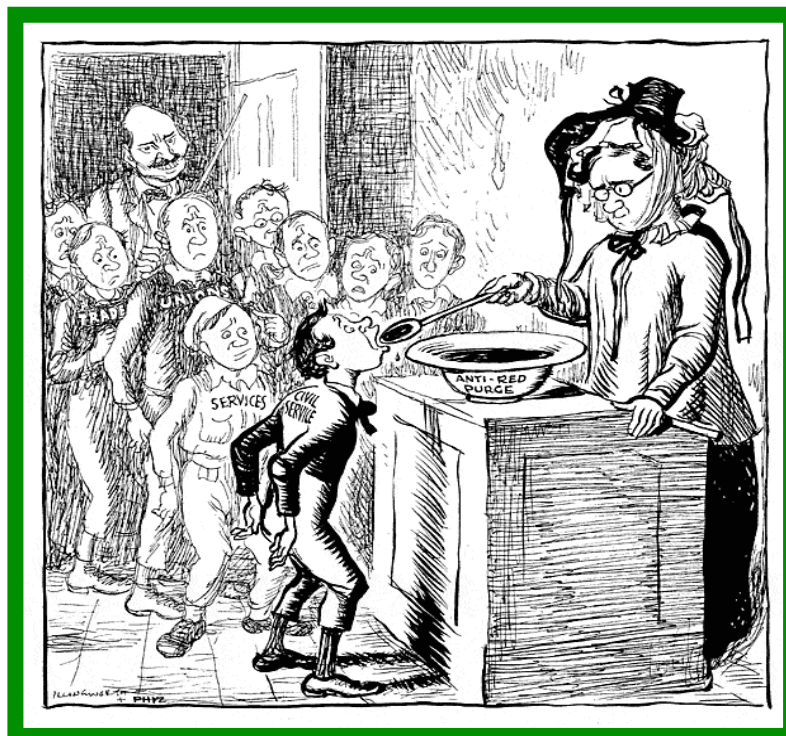
Cartoon	Symbols	Cold War Event	Author's point of view and/or message of the cartoon
	Fence: Men: Women:	1947	
	Soup: Children: Man behind children:	1948	
	Man on the left: Man on the right: City:	1948	
	Soldier: Child: Tank:	1950	

Cartoon	Symbols	Cold War Event	Author's point of view and/or message of the cartoon
	Witch: Dog: Broom: Lamb:	1954	
	Dog:	1957	
	Shadow: Item shadow is holding:	1961	
	Man on the left: Man on the right: Benches/chairs:	1962	



What does the fence represent in this cartoon?

What part of society do the friendly neighbors represent? The arguing neighbors?



What people in the world are being fed “Anti-Red” soup?

Are there remnants of this “soup” being fed now of days?

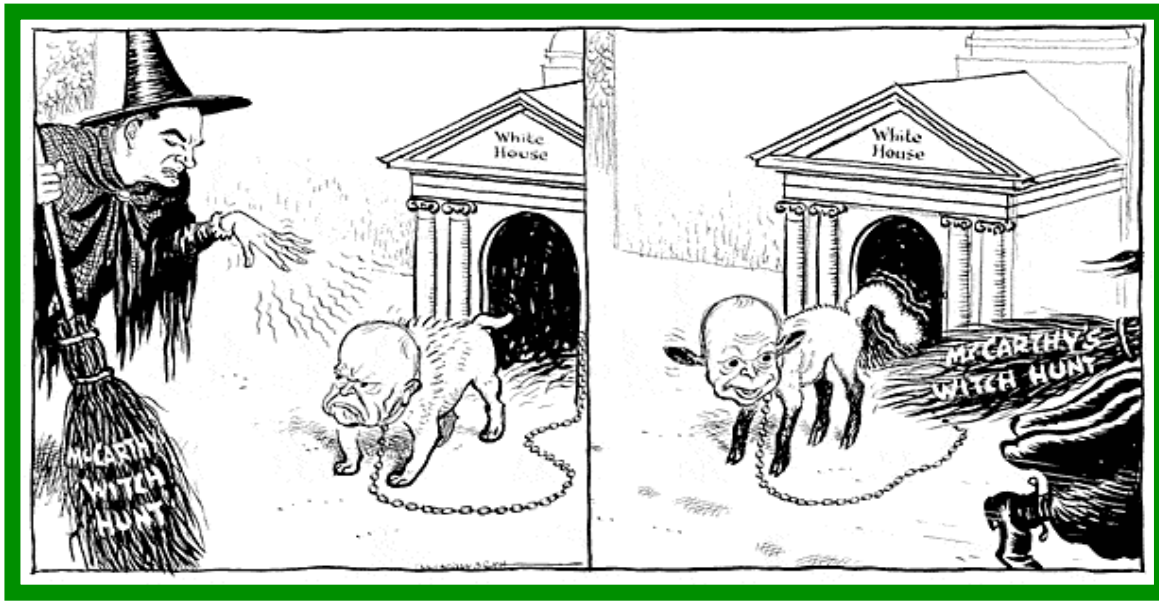


What do the toothpick weapons the opposing troops are fighting with represent in the Cold War?

What would have happened if the nuclear weapons replaced the toothpicks on one side?



Who is the figure symbolized by the person guiding the United Nations?



How is McCarthy's Witch Hunt portrayed in this cartoon?

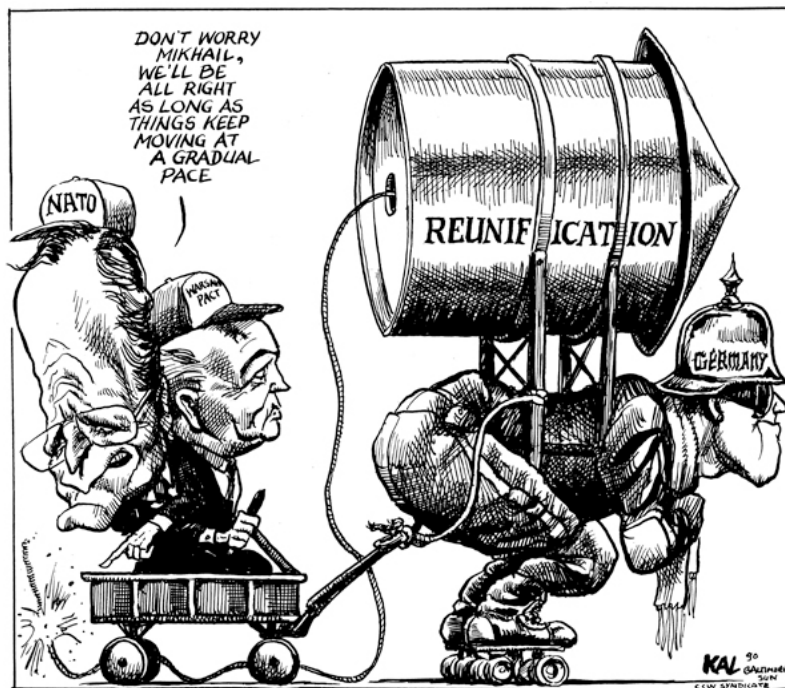


In what ways was growing up during the cold war different than growing up now?

Is there something equally threatening to children now as nuclear war was to children then?



Kennedy's button is attached to the USSR's nuclear weapons. What does this symbolize about the backwardness of the Cold War?



This 1990 political cartoon was drawn a few months after the fall of the Berlin Wall and features George HW Bush (then, newly elected president) and Russian leader Mikhail Gorbachev. From this political cartoon, what can we assume about Bush and Gorbachev's thoughts about the reunification of Germany?



What does the reunification of Germany mean for the European Union?

HENG
LIANHE ZAOBAO
Singapore
SINGAPORE



Who is letting the bear out of the ice?

What does the bear's "freedom" symbolize for Russia?

Quotes from International Leaders on Gorbachev's Resignation

“Mr. Gorbachev...exerted the greatest efforts to ease tension in coping with the drastic changes in Europe promoted under his new thinking in foreign policy.”

Michio Watanabe, Japanese Foreign Minister

“Israel remembers and appreciates the historic part” Mr. Gorbachev played in permitting free Jewish emigration and restoring diplomatic ties with the Jewish state.

David Levy, Israeli Foreign Minister

“He has been willing to break down barriers that have divided our countries and enslaved his citizens. The people of the Soviet Union and all freedom-loving people around the world owe Mikhail Gorbachev a great debt of thanks.”

Ronald Reagan, Former U.S. President

“It is given to very few people to change the course of history. But that is what Gorbachev has done. Whatever happens today, his place in history is secure.”

John Major, British Prime Minister

“Without Mikhail Gorbachev, the overcoming of the East-West conflict and the unprecedented success in the last years of disarmament and arms control would not have been possible. The political achievement of Mikhail Gorbachev was justly praised by the awarding of the Nobel Peace Prize. His place in the history of this century will not be challenged by anyone.”

Helmut Kohl, German Chancellor

“This is a very great man. He restored liberty to all the East European countries. ...He brought it for the first time to the peoples of the Soviet Union. ...That is a tremendous achievement ...and he did it all without a shot being fired.”

Margaret Thatcher, Former British Prime Minister

“He made an essential contribution ...toward a Europe whole and free. I would like to pay my personal tribute to President Gorbachev ...for his contribution to a new, cooperative, and peaceful world order.”

Manfred Woerner, NATO Secretary-General

Appendix

Texas Essential Knowledge and Skills (TEKS);

College and Career Readiness Standards;

Works Cited

TEKS Standards**§113.41. United States History Studies Since 1877**

C 2 (C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods;

C 2 (D) explain the significance of the following years as turning points: 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends);

C 6 (A) analyze causes and effects of events and social issues such as race relations and the Red Scare;

C 8 (B) describe how Cold War tensions were intensified by the arms race, the space race;

C 8 (A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis;

C 8 (B) describe how Cold War tensions were intensified by the arms race and the space race;

C 8 (C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy;

C 8 (D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;

C 8 (E) analyze the major issues and events of the Vietnam War such as the Tet Offensive, the escalation of forces, Vietnamization;

C 8 (F) describe the responses to the Vietnam War such as the anti-war movement;

§113.42. World History Studies

C 1 (F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political and social systems; communist revolutions and their impact on the Cold War;

C 12 (A) describe the emergence and characteristics of totalitarianism;

C 13 (A) summarize how the outcome of World War II contributed to the development of the Cold War;

C 13 (B) summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise, and how it differed from Soviet communism;

C 13 (C) identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;

C 13 (D) explain the roles of modern world leaders, including Ronald Reagan, and Mikhail Gorbachev, in the collapse of communism in Eastern Europe and the Soviet Union;

C 21 (A) describe how people have participated in supporting or changing their governments;

C 29 (F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, and contrasting;

C 30 (A) use social studies terminology correctly;

C 30 (B) use standard grammar, spelling, sentence structure, and punctuation;

C 30 (C) interpret and create written, oral, and visual presentations of social studies information;

C 31 (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;

C 31 (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision;

§113.43. World Geography Studies

C 22 (B) generate summaries, generalizations, and thesis statements supported by evidence;

C 22 (D) use standard grammar, spelling, sentence structure, and punctuation;

§113.44. United States Government

C 2 (B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.

C 15 (B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity;

C 21 (A) use social studies terminology correctly;

C 21 (B) use standard grammar, spelling, sentence structure, and punctuation;

C 21 (D) create written, oral, and visual presentations of social studies information.

C 22 (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;

C 22 (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

College and Career Readiness Standards

I. Interrelated Disciplines and Skills

A. 5- Analyze how various cultural regions have changed over time.

B. 3- Analyze causes and effects of major political, economic, and social changes in U.S. and world history

C. 2- Evaluate changes in the functions and structures of government across time.

E. 4- Identify and evaluate the sources and consequences of social conflict.

F. 1- Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.

2- Analyze ethical issues in historical, cultural, and social contexts.

IV. Analysis, Synthesis, and Evaluation of Information

A. 1- Identify and analyze the main idea(s) and point(s) of view in sources.

6- Read research data critically.

C.1- Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically.

D. 2- Recognize and evaluate counterarguments.

Work Cited

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<<http://www.marshallfoundation.org/TheMarshallPlan.htm>>.

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