

Activity 1A: Proxy War



Sequence

1A.1: <i>Unit Overview</i>	Students learn about the unit, and discuss short summaries of interventions that took place in Republic of the Congo, Chile, and Afghanistan.
1A.2: <i>Cold War Conflicts Around the Globe</i>	Students place the Cold War in its global context by analyzing a timeline of Cold War interventions and maps of decolonization in Asia and Africa.

Understandings

- The Cold War was fought as a proxy war—a war fought through third parties—between the U.S. and the U.S.S.R.



Materials Needed

- **Handout 1: Unit Overview**
- **Handout 2: Republic of the Congo, Chile, and Afghanistan**
- **Handout 3: Timeline of U.S. and U.S.S.R. interventions during the Cold War / Maps of decolonization in Asia and Africa**
- **Map 1: Decolonization of Asia, Maps 2 & 3: Decolonization of Africa, to display or project (see Appendix B)**
- Copies of a political world map
- Political world map that can be displayed for class use throughout the unit
- Small dot stickers in two colors
- Video projector and computer

1A.1: Unit Overview

1. Introduce the unit.

Distribute **Handout 1: Unit Overview**.

Review the handout with students, reinforcing the idea that the Cold War was an era following World War II in which conflict was carried out through covert actions rather than through direct military intervention or declared war.

Draw attention to the Vocabulary list. Tell students they will be referring to this list when they encounter unfamiliar terms in the unit.

Tell students that during this unit they will be studying the country that is currently called the Democratic Republic of the Congo, but will be referred to in the unit as Republic of the Congo, the name of the country in 1960.

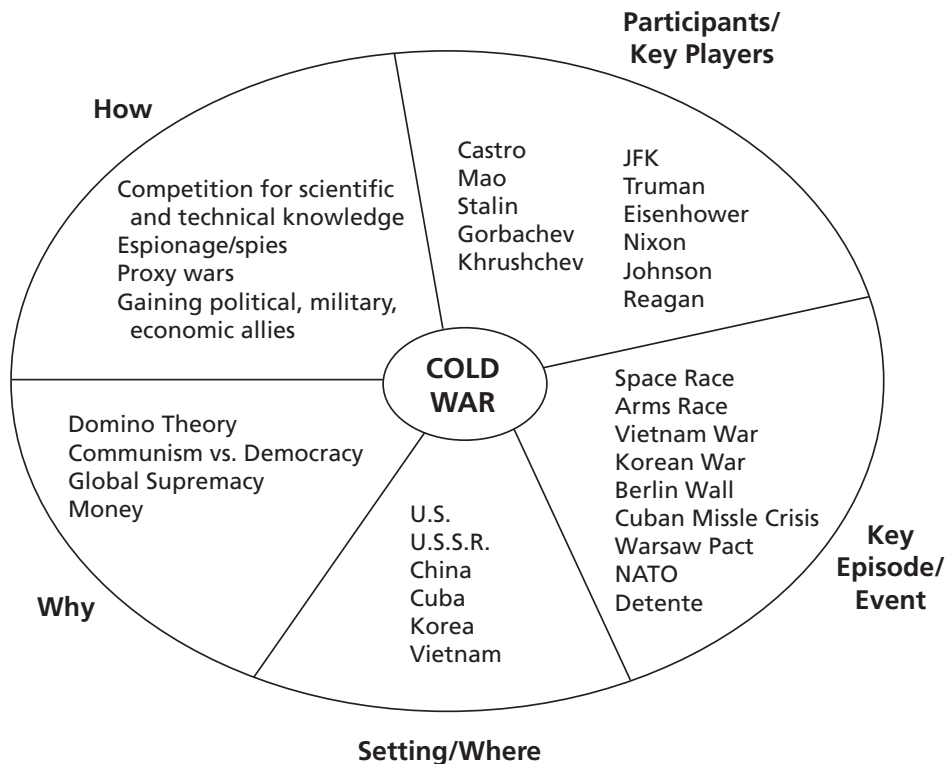
2. Draw a concept map of the Cold War.

To find out what students already know about the Cold War and to give students a better understanding of the time period, begin a concept map of the Cold War. Use the following questions to begin to draw the map.

- When did the Cold War happen? (Answer: approx. 1950–1990)
- What countries were involved? (Answer: Many countries were involved in the Cold War, but this time period is defined as a global contest between the Soviet Union and the United States.)
- What were the causes of the Cold War?
- What are some of the events that you associate with the Cold War?
- Who were some leading figures of the Cold War?
- What else do you know about the Cold War?

Note: Sample concept maps are on page 11. If your students are not at all familiar with the Cold War, you might have them read an overview of the Cold War in their history textbooks and use that information to add to the concept map.

Sample Cold War Concept Maps



3. Assign project teams and introduce case studies.

Divide the class into teams of 3–4 and explain that they will work in these project teams to research and develop their game ideas.



Explain to students that because the Cold War was a time period that consisted of a complex web of relationships, alliances, and strategies, students will view the Cold War through the lens of a specific Cold War conflict. Then, they will use their understanding of the history of the time period to come up with an idea for their video game.

Assign or let each team choose one of the three countries to focus on for their unit projects. Distribute **Handout 2: Republic of the Congo, Chile, and Afghanistan** and explain that students will read cases about three government takeovers. Tell students that in each case, a government was overthrown by people who were supported by either the United States or the U.S.S.R.

Ask teams to read the information about their country and discuss the questions included on the handout.

Teacher's Notes: Presenting the Case Studies

You may want to accompany the introduction of these case studies by showing how these events were captured in documentaries or interpreted by filmmakers. A list of suggested films is located in *Media & Resources*.

4. Discuss case studies as a class.

Have all the teams share responses to the Understanding the Case questions on the handout, referring to the text if there are differences or disagreements among the teams.

Then ask the class to add what they learned to the Cold War concept map developed earlier in the activity.

5. Introduce the unit project folder and have teams discuss unit project.

Tell the class that each team should keep a digital or physical project folder to store any information such as class notes, pictures, research, and handouts that team members can use to create their video game concept documents.

Hand out physical folders to students or give them class time to set up their digital folders on the computers available in your classroom.

Explain to students that all of their video game ideas should include settings and characters. As the first step in their research, ask project teams to discuss the questions included below. Before they begin, ask each team to assign two roles,



a presenter who will present a summary of the discussion to the class, and a note-taker, to take notes on the team's discussion:

- Which characters could be included in a game about your country?
- What specific places or settings mentioned in the case study could be used for your team's game?
- Based on the reading, do you have any other ideas for a game based on this period of history?

Then, ask the presenter from each team to present a summary of the team discussion to the class. Have each team place their notes in the team project folder.



Handout 1: Unit Overview

During the Cold War—a forty-year period full of conflict and intrigue, spies and diplomats—the United States and the Union of Soviet Socialist Republics (U.S.S.R.) sought to influence world events, national economies, and national governments. The U.S.S.R. believed that its own form of government, communism, was the key to prosperity and equal opportunity for all. The United States saw communism as a threat to democracy, capitalism, personal freedom, and world peace.

In this unit, you will use the backdrop of the Cold War as the basis for designing a historically accurate video game. You will work as part of a team to come up with an idea for a game based on the actions taken by the U.S. and the U.S.S.R. in a country of your choosing: Chile, Republic of the Congo, or Afghanistan. Your team's job is to present historical information about the Cold War period in your chosen country and to recommend characters, events, and settings to feature in the game. Through your research, you will meet historical figures, weigh in on foreign policy decisions, and look at the events of the Cold War through multiple perspectives.

Your work in this unit will revolve around the following questions:

- *What was the Cold War?*
- *What was the global impact of the Cold War?*
- *How does the perspective by which a historical event is viewed influence the interpretation of the event?*
- *How can historical events inform and inspire works of art and media?*

Unit Project

You will design a historically accurate video game that is set in a specific country during the Cold War. You will research conflict in the country during the Cold War period, the causes of the conflict, and the objectives and strategies of the opposing sides. You will write a paper based on your research. Then you will complete a video game concept document that describes how the game works and gives details about the game's characters and setting.





What You Will Do in This Unit

Learn about the origins of the Cold War. Read primary documents from leaders of the U.S. and the U.S.S.R. (Union of Soviet Socialist Republics, also known as the Soviet Union). Compare the impact of World War II on both superpowers and discuss the effects of the arms race on U.S.-U.S.S.R. relations.

Look at the global scope of the war. Study a timeline of interventions by both the U.S. and U.S.S.R. during the Cold War, along with documents about U.S. and U.S.S.R. foreign policies.

Participate in the Bandung Conference. As a representative of Republic of the Congo, Chile, or Afghanistan, deliver a speech to other newly independent nations of Asia and Africa. Outline your country's attitudes towards alignment with either the U.S. or the U.S.S.R.

Create a concept document for a Cold War video game. Design a video game, complete with characters, settings, and rules of play, that reflects Cold War events in either Republic of the Congo, Chile, or Afghanistan.

Vocabulary Used in this Unit

Capital: Accumulated wealth, especially as used to produce more wealth.

Capitalism: An economic system based on private ownership of the means of production and distribution of goods. Land, factories, mines, and railroads, for example, are operated for the profit of the owners, under competitive conditions.

Central Intelligence Agency (C.I.A.): An independent U.S. government agency responsible for gathering information and providing national security intelligence to senior U.S. policymakers. The agency conducts covert, or secret, operations to exercise political influence in foreign affairs.

Colonialism: The system by which a country maintains rule over foreign lands, especially for the purpose of economic exploitation.

Communism: A social and economic system in which property and goods are owned collectively. Also: a theory that favors such a system.

Contingent: A number of persons representing or drawn from an area or group.

Counterinsurgency: Organized military activity designed to defeat revolt against a government.

Coup: A sudden overthrow of a government by a small group.

Fascism: A political system in which the government controls business and labor and opposition is not permitted.

Imperialism: The policy or practice of extending one nation's power over other nations, either directly, by force or indirectly, by gaining control over a country's political or economic life.

Insurgent: A rebel or a revolutionary; a person who is actively trying to take over a government.

Intervention: Interference by one country in another country's affairs.

KGB: The national security agency of the U.S.S.R. From 1954 until 1991, the KGB was the Communist state's premier secret police, internal security, and espionage, or spy, organization.

Left: In politics, the left, left-leaning, and left-wing are terms used to describe support for social change with a view towards creating a more equal society.





Puppet government: A government controlled by the government of another country.

Reactionary: Relating to or favoring old-fashioned political or social ideas. Also: A person who holds such ideas.

Socialism: Any of various economic and political theories that advocate collective or governmental ownership of the means of production and distribution of goods.

Soviet Union: The Union of Soviet Socialist Republics, or U.S.S.R.

Subversive: Disruptive or rebellious, especially relating to something whose purpose is to overturn or overthrow.

Third World: The former colonial or semi-colonial countries in Africa, Asia, and Latin America that were subject to European economic or political domination.

Totalitarianism: A political system in which citizens are subject to an absolute state authority.

United Nations: An international organization founded at the end of World War II (1945) to maintain international peace and security, develop friendly relations among nations on equal terms, and encourage international cooperation in solving human problems.





Handout 2: Republic of the Congo, Chile, and Afghanistan

Your teacher will assign you and your team one of the countries below. Read the case study for your assigned country and complete the activities that follow.

Republic of the Congo¹

On June 30, 1960, Patrice Lumumba, the leader of Republic of the Congo's first democratically elected government, delivered a speech on his country's first Independence Day. In his speech, Lumumba remarked:

We have witnessed atrocious sufferings of those condemned for their political opinions or religious beliefs; exiled in their own country, their fate truly worse than death itself. . . . Together, we are going to establish social justice and make sure everyone has just remuneration for his labor. . . . The Congo's independence marks a decisive step towards the liberation of the entire African continent.

One year later, in 1961, Lumumba was kidnapped, tortured, and executed. At the time, a cloud of mystery surrounded the circumstances of his death, and the identity of his executioners remained unknown.

Four years later, in 1965, Joseph Mobutu, with the backing of the U.S. government, seized power in the Congo by a bloodless coup. The government takeover was the beginning of one of the most notorious reigns of corruption in the modern world, a regime that Mobutu led for 32 years.

Chile

On September 11, 1973, the Chilean Armed Forces, led by General Augusto Pinochet, violently overthrew the government of Chile. The democratically elected government had been headed by President Salvador Allende. Allende was a socialist with ties to left-leaning governments such as the U.S.S.R. and Cuba.

Pinochet's attack began with the Chilean air force bombing the presidential palace and the Chilean army advancing into Santiago, the country's capital. President Allende refused to surrender and instead decided to evacuate personnel from the presidential palace. Allende remained at the palace and delivered his last address to the nation. He said:

"I wish you to take advantage of the lesson: foreign capital, imperialism, together with the reaction, created the climate in which the Armed Forces . . . are hoping, with foreign assistance, to re-conquer the power to continue defending their profits and their privileges."

In the years before the coup, Chile was considered to be one of the most stable and democratic countries in South America. The coup began a 17-year military rule in Chile under Augusto Pinochet. Pinochet's government has been singled out for its track record of human rights violations against the citizens of Chile.

¹ Today, the country's official name is The Democratic Republic of the Congo.





Afghanistan

On the evening of Thursday, December 27, 1979, 5,000 Soviet troops stormed Kabul, the capital of Afghanistan. During the invasion, they deposed and killed the head of Afghanistan's Communist government, Hafizullah Amin. In his place, the Soviets installed Barbak Kamal, leader of a rival faction of Afghanistan's Communist party.

Nine years later, in 1989, Soviet forces withdrew from Afghanistan. During these nine years, the Afghan people were engaged in a bloody civil war. Over one million Afghans and 25,000 Soviet troops were killed. Five million Afghans, one third of the country's prewar population, fled to Pakistan and Iran. Another two million Afghans were displaced as a result of the war. Afghanistan—already one of the poorest nations in the world before the war—emerged from the war as one of the least developed countries in the world.

Understanding the Case

- Locate your assigned country on a world map.
- Reread the case study to uncover facts about the events that occurred in your country.

Underline:

- Phrases that describe three or four major events that occurred
- Names of any other countries involved
- The long-term impact of the events

Questions for Discussion

- What questions do you have about the events that occurred in your country?

What role did foreign governments have in these events? Why do you think the foreign governments intervened?

