INTEGRATED SOCIAL STUDIES UNIT

TEACHER GUIDE

EXAMINING THE GLOBAL IMPACT OF THE COLD WAR

SOCIAL STUDIES

DIGITAL MEDIA ARTS

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SOCIAL STUDIES

Unit Overview

The Cold War is usually understood as a war between the United States (U.S.) and the Soviet Union (U.S.S.R.). Conventional Cold War histories focus on events that highlight the public contests between the two superpowers, such as détente, the Space Race, and the Cuban Missile Crisis. Yet when looked at from a more global perspective, the most lasting legacy of this period were not these public contests, but the often secret interventions enacted in the Third World by the superpowers in their battle for supremacy.

In this unit, students will design a video game that highlights multiple viewpoints in order to understand the importance of perspective in the construction of history. Through reading primary documents and works by historians, students gain an understanding of why and how post–World War II events such as the arms race and the decolonization movement provided the circumstances in which the U.S. and the U.S.S.R. came to see developing nations as the central battlefield of the Cold War. They also study how this contest between the two superpowers significantly shaped the formation of new post-colonial states through a variety of interventions ranging from technical and military assistance, and economic aid, to direct military intervention, and armed covert operations.

Unit Length

10 50-minute sessions

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Unit Project Description

For their unit project, students work in teams to design a video game based on a U.S. and Soviet intervention during the Cold War. To ensure the historical accuracy of their video game ideas, students first write a background research paper. In their papers, students state the reasons behind the conflict, the objectives of each opposing side, and the strategies used to advance those objectives. Finally, students use their research to come up with their own video game ideas, record them in a video game concept document, and present the ideas to the class.

Assessment

Unit activities can serve as formative assessment tools. Use student work to gather information about progress and identify concepts or skills to reinforce within your instructional practice. The following activities are particularly useful for formative assessment:

- **Handout 5: The Cold War Begins**
- **Handout 8: Cold War Foreign Policy**
- **Handout 10: The Bandung Conference**

The project-based nature of the unit allows students to demonstrate their learning through authentic and relevant applications. This unit's summative assessment includes:

- Background paper on Cold War event in students' assigned country
- Video Game Concept Paper

The Assessment Checklist provides criteria for assessment and a suggested weight for each. If you wish to use a rubric, work with same-grade-level or subject-area teachers to develop a tool that is consistent with your school's assessment system.

Framing 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 or media?

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Understandings

- Though the U.S. and the U.S.S.R. were not involved in a direct military conflict during the Cold War, both sides fought through third parties in proxy wars. These wars shaped the histories of developing countries in Asia, Europe, Latin America, and Africa.
- The Cold War was more than a military rivalry; it was a struggle for survival and supremacy by two competing political and economic systems.
- History is an account of the past and thus presents historical events using a particular perspective, or point of view.

Where the Unit Fits In

Cold War Games is designed to be taught after studying World War II. It can also be part of a larger study of the history of U.S. foreign policy or of decolonization after World War II. This unit assumes knowledge of the events and alliances in World War II and of imperialism and colonization in Asia and Africa.

Integration with Foundation Courses

This unit integrates history content and career and technical education (CTE) knowledge and skills. It can be taught before, at the same time as, or after the related unit in the *Foundations in Visual Arts* or *Foundations in Media and Digital Design* course.

Foundations in Visual Arts, Unit 6: Games for Good. Students explore how the design, interactivity, and visual elements of a video game can engage and teach audiences about a social, political, or environmental issue. The unit project is to create a 2-D or 3-D representation of visual elements that may be part of a video game created around a social issue.

Foundations in Media and Digital Design: Animation and Game Design, Unit 2: Principles of Game Design: In *Principles of Game Design* students play and analyze a variety of games, exploring their structure, how they are played, and how the game's visual environment affects the play. For their unit project, students work in teams to design and program a simple game.

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Multi-Disciplinary Teams

Use the following integrated units and integration suggestions for a school- or pathway-wide multi-disciplinary project.

The Power of the Nucleus (Chemistry) For many societal issues—clean energy, the illegal arms trade, irradiation of food—an informed opinion requires an understanding of nuclear chemistry. *The Power of the Nucleus* uses these compelling issues to provide a context for teachers to cover the topics of atomic structure and nuclear processes, using their usual textbook or curriculum materials. Students then apply their learning to create informational materials about an issue involving nuclear chemistry.

English Language Arts. Students can read memoirs or books set during the time of the Cold War interventions highlighted in the unit. Suggested titles include Isabel Allende's *The House of the Spirits* (Chile), Barbara Kingsolver's *The Poisonwood Bible* (Republic of the Congo), and Khaled Hosseini's *A Thousand Splendid Suns* (Afghanistan).

Multi-Disciplinary Teams: If teaching the unit in collaboration with *Foundations in Visual Arts* or *Foundations in Media and Digital Design* course teachers, students can use their historical research as the basis for their video game designs in *Unit 6, Games for Good* or *Unit 2, Principles of Game Design.* If the team includes the chemistry teacher, help students make connections between the nuclear arms race of the Cold War and a scientific understanding of nuclear power.

Adapting the Unit

This unit focuses on Cold War interventions in Republic of the Congo, Afghanistan, and Chile, but can be adapted to include the study of other countries involved in the Cold War. See Handout 3 for a list of countries.

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Table of Activities

Part 1: Introduction to the Cold War (6 sessions)

Students are introduced to their unit project: a set of recommendations for a game based on Cold War events in one of three countries: Chile, Republic of the Congo, and Afghanistan. Students place these interventions in their global context and discuss the origins of the Cold War.

Activity 1A: Proxy War

1A.1: ***Unit Overview***	Students learn about the unit, and discuss short summaries of interventions that took place in Republic of the Congo, Chile, and Afghanistan.
1A.2: ***Cold War Conflicts Around the Globe***	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.

Activity 1B: Origins of the Cold War

1B.1: ***A Comparative Look***	Students distinguish between primary and secondary sources and compile a list of sources for their podcasts.
1B.2: ***The Arms Race***	Students write and compare brief histories of the class to experience first-hand how viewpoints and perspectives influence how history is told. They identify people with different perspectives to interview for their podcasts.
1B.3: ***The Iron Curtain and the Soviet Response***	Students compare and contrast speeches given by Winston Churchill and Joseph Stalin, and discuss how an alliance between the two countries turned into a global competition.
1B.4: ***Cold War Games***	Students learn the requirements of their unit projects, and use what they have learned to come up with an idea for a historically accurate video game.

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Part 2: Two Opposing Views (4 sessions)

Students consider the impact of U.S. and U.S.S.R. foreign policy on a country's political development. The class then re-enacts the 1955 Bandung Conference, and delivers presentations on their country's position on alignment. Students research the historical background for their game, write a paper, and use their research to come up with a video game concept they present to the class.

Activity 2A: Interventionism in the Cold War

2A.1: ***Cold War Foreign Policy***	Students read primary documents from the Cold War and identify the motivations for U.S. and U.S.S.R. interventionism during this period.
2A.2: ***Election Strategies***	Students brainstorm strategies to rig an election and make connections to the activity and the history of the Cold War, considering the implications of foreign intervention on a country's development.

Activity 2B: Creating the Third World

As representatives of Chile, Afghanistan, or Republic of the Congo, students prepare and deliver presentations on their country's stance on alignment in the Cold War.

Activity 2C: Developing a Cold War Game

Teams use primary and secondary sources to write a paper, which contains recommendations of a video game based on Cold War interventions in Afghanistan, Republic of the Congo, and Chile.

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Advance Preparation

- Internet resources, provided as links in *Media & Resources,* are recommended throughout the unit for student or in-class use. These Web sites have been checked for availability and for advertising and other inappropriate content. Because Web site policies and content change frequently, however, we suggest that you preview the sites shortly before using them.
- Address any issues, such as firewalls, related to accessing Web sites or other Internet links at your school.
- Look at **Materials Needed** at the end of the unit and order or prepare any needed equipment or supplies. For example, a projector, chart paper and markers, or board and writing implements are used throughout the unit. As part of the unit, students use a history notebook and team project folder (digital or physical) to keep notes on discussions, assignments, and team project planning.
- In preparation for creating their unit projects, students analyze a video game. Familiarize yourself with the characters, settings, and basic rules of a game that involves conquest that you will use in this activity. This unit features the free online version of Risk that can be played without any special equipment, but many others could be used in its place.

Note: For this activity choose to analyze a game about conquest. Classic games that involve conquest include: *Civilization, Starcraft, Risk, Axis & Allies, Diplomacy*.

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Part 1: Introduction to the Cold War

Students are introduced to their unit project: a set of recommendations for a game based on Cold War events in one of three countries: Chile, Republic of the Congo, and Afghanistan. Students place these interventions in their global context and discuss the origins of the Cold War.

Length

4 50-minute sessions

Advance Preparation

- Before Activity 1A.1, decide whether or not you will use film clips to introduce the Cold War case studies and the arms race. If so, select the film clips that you would like to show in class (see *Media & Resources* for suggestions).

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Activity 1A: Proxy War

Sequence

1A.1: Unit Overview	Students learn about the unit, and discuss short summaries of interventions that took place in Republic of the Congo, Chile, and Afghanistan.
1A.2: Cold War Conflicts Around the Globe	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

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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.

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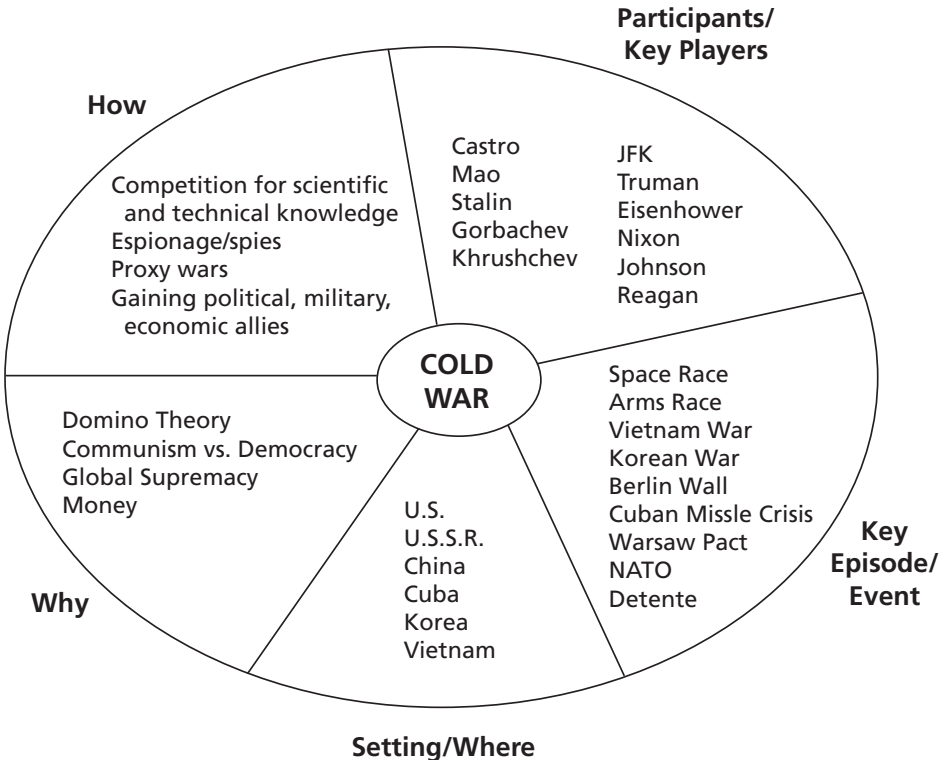
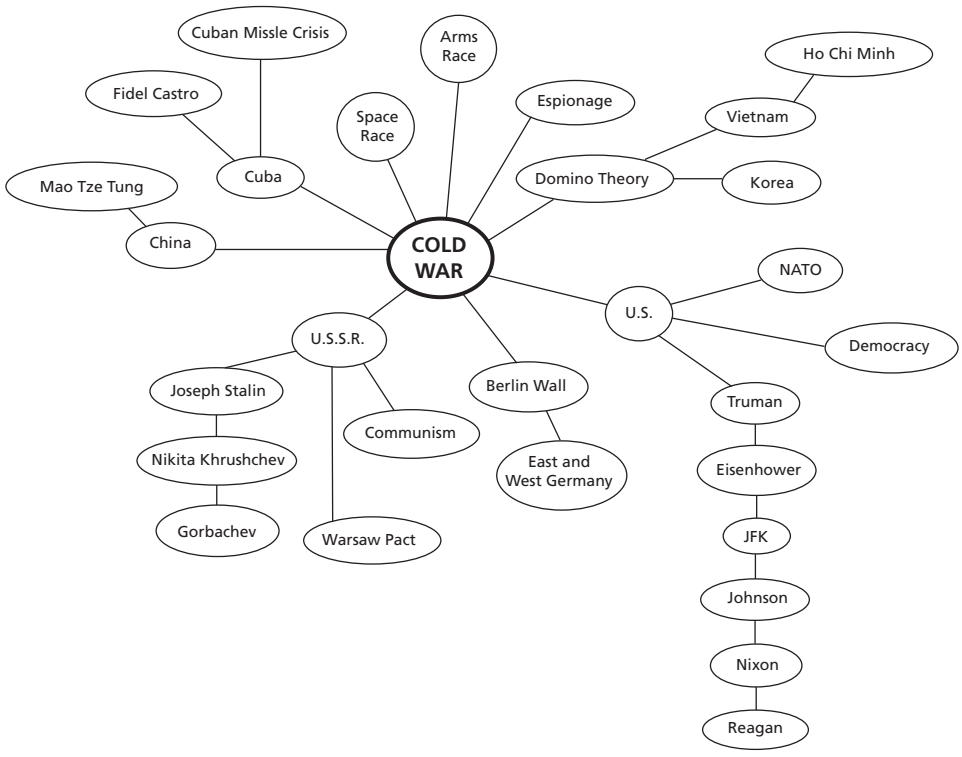
Sample Cold War Concept Maps





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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,

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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.

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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.

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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.

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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.

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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 Congo[1]

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.

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

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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?

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1A.2: Cold War Conflicts Around the Globe

1. Discuss the meaning of the term intervention.
Engage students in a discussion of the meaning of the term intervention by posing the following questions:

- Have you ever intervened in the affairs of other people? Who were they—friends, relatives, people you were in conflict with? What motivated you to intervene?
- What did you hope would be the outcome of your intervention? Did things come out in the way that you hoped? What other reasons do you think people have for intervening in people's lives?
- In what ways did the U.S. and the U.S.S.R. intervene in the Congo, Afghanistan, and Chile? What reasons may they have had for these interventions? Do you think these interventions were justified?

Conclude with the idea that countries have many different motives for intervening in the affairs of other countries. Tell students that in the unit they will use their case studies to help them understand how interventionism became a primary method of warfare during the Cold War.

2. Provide an overview of the activity.
Explain to students that in this activity they will learn about the scope and impact of the Cold War by studying a timeline of Cold War interventions by the U.S. and the U.S.S.R.

Divide the class into their project teams and distribute **Handout 3: Timeline of U.S. and U.S.S.R. Interventions During the Cold War** and a current political world map.

Review the instructions on the handout and assign each team one part of the timeline. Before students begin to work in their groups, review the following definitions (included on Handout 1) as a class:

- Puppet government, left, insurgent, counterinsurgent, coup

3. Have student teams locate the events on a class map.
As students find the location of the countries mentioned in their part of the timeline, have volunteers place dots on a class map to indicate where these countries are located.

Make the stickers available to students and specify a color to indicate U.S. interventions and another color to indicate Soviet interventions.

> **Note:** Tell students that the goal of the activity is to locate the countries included on the timeline. Inform them that they will look at the events described in detail later on in the unit.

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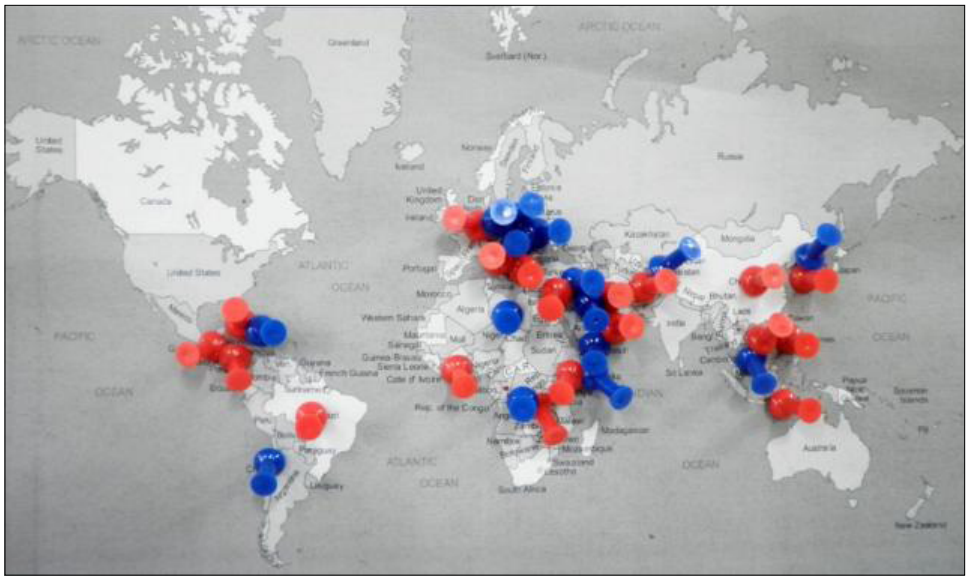

4. Discuss the activity.
Review the class map with students and use the following questions to conduct a whole-group discussion:

- Are there things about the map, or events on the timeline that surprised you? What were they?
- Do you see any patterns in the interventions of the U.S. or the U.S.S.R.?

  Possible answers: *The majority of interventions happened outside of Europe. The U.S.S.R. intervened in countries surrounding it, and the majority of interventions in Latin America were conducted by the U.S. In many instances the U.S. and the U.S.S.R. intervened in the same countries.*

5. Review the definition of colonialism.
Engage your students in a discussion of colonialism using the following questions:

> **Note:** You may want your students to refer to their history books, history notebooks, or other readings during this discussion.

- Which of the countries on the timeline can you identify as former colonies?
- What were the common characteristics of colonialism?

  Possible answers: *An imperial state has economic, political, and legal power over the colony and has historically used this power to exploit the natural resources and colonial subjects; racial and cultural inequality*

- Based on what you have learned about colonialism and independence movements, why did people in these colonies want to be independent?

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Explain to students that after World War II, many of the imperial states weakened and could no longer fight the independence movements in colonies throughout Asia and Africa. Some of these imperial states peacefully gave up control of their colonies; other imperial powers engaged in years of bloody conflict.

6. Analyze the maps of decolonization in Africa and Asia.
Display or project **Map 1: Decolonization in Asia**. Ask students:

- Which countries are included on both Map 1 and the timeline?

  Answer: *Philippines, Laos, Vietnam, Indonesia, Cambodia*

- Look at the dates of independence and the dates of intervention. How might these decolonization movements be connected to Cold War Interventions?

Model how students might make a connection between the two maps. For example, the U.S. sent economic aid to French colonial forces in 1954, the same year Vietnam became independent.

Repeat this process with Maps 2 and 3.

- Which countries are included on both Map 2 and 3 and the timeline?

  Answer: *Africa: Republic of the Congo, Ghana, Angola, Mozambique, Somalia, Ethiopia*

- Look at the dates of independence and the dates of intervention. How might these decolonization movements be connected to Cold War Interventions?

  Possible answers: *Many of the places where intervention took place are the same countries that recently earned their independence; the U.S. and the U.S.S.R. intervened in countries soon after they achieved their independence.*

After you have discussed all three maps with the class, ask students:

- What differences do you see between the two maps?

  Possible answers: *The countries on the timeline encompass more geographic areas such as Europe and Latin America.*

  Note: Explain to students that many of the other countries, especially those in Latin America, were also former colonies.

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- What conclusions can you make based on this activity?

  Possible answers: *The U.S. and U.S.S.R. may have intervened in the affairs of newly independent countries because they wanted these new governments to be allied with their interests. Both nations may have used these interventions to fight one another without sacrificing their own military forces or civilian casualties.*

- What questions arose for you during the activity?

  Possible answers: *Why did the U.S. and U.S.S.R. intervene in this country? If the Cold War was a war between the U.S. and U.S.S.R., why didn't they fight each other in their own countries? What was the goal of these interventions?*

7. Discuss the term *proxy war.*

Provide a definition of *proxy*: the authority or power to act for another. Then ask:

- Many people call the Cold War a proxy war. What might the term *war fought by proxy* mean?
- How might this term help you understand the events on the timeline?

Guide students to understand that during the Cold War, the U.S. and Soviet Union often intervened in the affairs of other countries to counter the perceived threat of the other country. By viewing the Cold War as a proxy war, one can see how:

- Some of the actions of the Soviet Union and the U.S. were responses to the other country's involvement with another country (e.g., Somalia and Ethiopia, Afghanistan, Republic of the Congo, Cuba, Portugal).
- U.S. intervened in areas where the Soviet Union was not active and vice versa.
- The U.S. and the Soviet Union saw the Cold War as a battle of influence and global domination.

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Handout 3:
Timeline of U.S. and U.S.S.R. Cold War Interventions

During the Cold War, both the U.S. and the U.S.S.R. intervened in the affairs of other countries throughout the world. The timeline below shows some of those interventions.

The United States and the Soviet Union intervened in different ways, many of them covert, or secret, so it is difficult to pinpoint exact dates. In addition, the full extent of U.S. and U.S.S.R. interventions remains unknown because many documents from this period remain classified.

The timeline below is divided chronologically into four parts. Your teacher will assign your team one part of the timeline. Read about the countries and events in your assigned part. Then follow your teacher's instructions and locate the countries on a political map of the world.

Part I: 1945–1954

Year	Country	U.S./U.S.S.R. Intervention
1945–1947	Poland, Romania, Hungary, and Bulgaria	• U.S.S.R. liberates the four countries from Nazi occupation. • The U.S.S.R. installs a puppet government in Poland and takes direct control of Romania, Hungary, and Bulgaria.
1948	Germany	• Germany is divided into two separate countries. • West Germany is aligned with the U.S. and Western European countries. • East Germany is aligned with the Soviet Union.
1946–1949	China	• The Chinese Nationalist Party and Chinese Communist forces fight for control of the country in a civil war. • The U.S. commits 100,000 troops, weapons, and financial support to assist Chinese Nationalist Party forces. • The U.S.S.R. backs Chinese Communist forces. • Chinese Communist forces win.
1947–1949	Greece	• U.S. provides aid to the Greek government, which is engaged in a three-year civil war against Greek Communist forces.
1948	Italy	• The U.S.'s Central Intelligence Agency (C.I.A.) intervenes to prevent the election of members of the Italian Communist party.

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1948–1954	Philippines	• The C.I.A. provides financial and military aid to the U.S.-backed Filipino government in its war against the Huks, a left-leaning Filipino resistance movement.
1950–1953	Korea	• Major U.S. military forces are engaged in a war on the Korean peninsula against the U.S.S.R.-supported North Korean government.
1950–1954	Vietnam	• French and Communist Viet Minh forces fight in the Indo-Chinese war. • The U.S.S.R. formally recognizes the Communist government. • The U.S. officially recognizes the French-installed puppet government of Emperor Bao Dai.
1953	Iran	• The C.I.A., together with the British secret service, overthrow the democratic government of Prime Minister Mohammed Mossadegh. • Mossadegh had ordered the takeover of the oil industry, which had been previously owned by British companies. • A pro-Western leader is installed in Mossadegh's place.
1954	Vietnam	• The U.S. begins to provide financial support for colonial French military operations, eventually leading to direct U.S. military involvement.
1954	Guatemala	• The C.I.A. overthrows the democratically elected government of President Jacobo Arbenz Guzman, a socialist.

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Part II: 1954–1964

Year	Country	U.S./U.S.S.R. Intervention
1954	Syria	• The U.S.S.R. begins to provide financial aid. • The Syrians remain Soviet allies until the end of the Cold War.
1956	Hungary	• Hungarians revolt against the U.S.S.R.-controlled government and are defeated by the Soviet military.
1958	Iraq	• The July 14 Revolution removes the head of the pro-British government. • Iraq begins to receive support from the U.S.S.R. • Iraq maintains close ties with the Soviets throughout the Cold War.
1958	Lebanon	• A total of 14,000 U.S. marines and army units land in Lebanon.
1960	Republic of the Congo	• The U.S.S.R. agrees to aid the first elected government of the Republic of the Congo. • Soon after, the C.I.A. backs the overthrow of Prime Minister Patrice Lumumba.
1960–1964	Vietnam	• U.S. military advisors and Special Forces are gradually introduced to South Vietnam.
1961	Cuba	• The C.I.A. backs the Bay of Pigs invasion, an attempt to overthrow the Communist government.
1962	Cuba	• The U.S. and U.S.S.R. stand off during the Cuban Missile Crisis, their first and only nuclear confrontation. • The U.S.S.R. had begun to build launch sites for nuclear missiles in Cuba. • As a result, the U.S. imposes a naval blockade on Cuba.
1962	Laos	• The C.I.A. backs a military coup.
1964	Brazil	• A C.I.A.-backed military coup overthrows the government of democratically elected Joao Goulart. • General Castello Branco takes power, and Brazil remains under military rule until 1985.
1964	Vietnam	• U.S. military forces, eventually numbering more than 500,000 troops, are committed to Vietnam. • Full-scale war lasts ten years.

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Part III: 1965–1973

Year	Country	U.S./U.S.S.R. Intervention
1965	Indonesia	• C.I.A.-backed coup overthrows President Sukarno and brings the head of the Indonesian armed forces, General Suharto, to power.
1965	Republic of the Congo	• C.I.A.-backed military coup overthrows President Joseph Kasa-Vubu and brings Joseph Mobutu to power.
1965	Dominican Republic	• The U.S. sends 23,000 troops to control a revolt in support of Julian Bosch, a leftist Dominican leader. • U.S. troops observe elections, where U.S.-backed Joaquín Balanguer is elected as the new president.
1965–1973	Laos	• U.S. bombing campaign begins, lasting eight years.
1966	Ghana	• A C.I.A.-backed military coup forces President Kwame Nkrumah out of power.
1966–1967	Guatemala	• The U.S. leads an extensive counterinsurgency operation against Guatemalan rebel forces.
1968	Czechoslovakia	• U.S.S.R. allies invade the country to halt a popular movement in favor of creating a more democratic government.
1969–1975	Cambodia	• The C.I.A. supports a military coup against Prince Sihanouk, bringing Lon Nol to power.
1969	Libya	• Muammar al-Qaddaffi overthrows the Libyan government and expels British and American personnel. • Libya aligns itself with the U.S.S.R. for the duration of the Cold War.
1971–1973	Laos	• U.S. and South Vietnamese forces invade the country.

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Part IV: 1970–1990

Year	Country	U.S./U.S.S.R. Intervention
1970–1990	South Yemen	• The U.S.S.R. provides financial aid for the new Communist government.
1973	Chile	• The U.S.S.R. provides financial aid and advice to elected President Salvador Allende. • A C.I.A.-backed military coup led by General Augusto Pinochet removes Allende from power. • Chile remains under military rule until 1990.
1975	Angola and Mozambique	• The U.S. and U.S.S.R. support their respective pro-U.S. and pro-Soviet camps in each country's civil war.
1977–1978	Somalia and Ethiopia	• Somalia and Ethiopia engage in conflict. • The U.S.S.R. redirects aid from Somalia to Ethiopia, which had previously been backed by the U.S. • In response, the U.S. begins supporting Somalia. • The conflict ends in a draw.
1979	Afghanistan	• U.S. President Carter sends secret aid to opponents of the pro-Soviet government in Afghanistan. • In the same year, the U.S.S.R. invades Afghanistan.
1981–1992	El Salvador	• In the Salvadoran Civil War, Cuba and the U.S.S.R. support leftist rebels. • The United States backs the military Salvadoran government.
1981–1990	Nicaragua	• The C.I.A. directs the Contras, a group of Nicaraguans, to overthrow the leftist Sandinista government.
1982–1984	Lebanon	• U.S. Marines enter the country and U.S. naval forces fire on local soldiers.
1983	Grenada	• U.S. military forces invade Grenada.
1983–1989	Honduras	• A large program of U.S. military assistance is based in Honduras. Its aim is to influence the civil war in Nicaragua.
1986	Libya	• U.S. aircraft bomb the cities of Tripoli and Benghazi, making direct strikes at the official residence of President Muammar al-Qaddaffi.

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Activity 1B: Origins of the Cold War

In this activity, students place their country's experience of the Cold War in the context of the U.S.-Soviet conflict. They learn about the post-WWII period, and consider how the arms race influenced the military actions of both superpowers. Next, students explore the motives, misunderstandings, and friction that dissolved the alliance between the U.S., Britain, and the U.S.S.R. by reading Winston Churchill's Iron Curtain Speech and Stalin's Reply to Churchill.

Sequence

1B.1: ***A Comparative Look***	Students consider the ways in which the experience of World War II shaped the foreign policy of the U.S. and the U.S.S.R. after the war.
1B.2: ***The Arms Race***	Students discuss the ways in which the arms race shaped the framework for military conflict between the superpowers during the Cold War.
1B.3: ***The Iron Curtain and the Soviet Response***	Students compare and contrast the speeches given by Winston Churchill and Joseph Stalin and discuss how an alliance between the two countries transformed into a global competition.
1B.4: ***Cold War Games***	Students learn the requirements of their unit projects, and use what they have learned to come up with an idea for a historically accurate video game.

Understandings

- Though both the U.S. and U.S.S.R. emerged as world superpowers after WWII, their vastly different experiences of the war affected their approach to foreign policy during the postwar period.
- The advent of nuclear weapons served as a deterrent for a military war between the U.S. and the U.S.S.R.

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Materials Needed

RESOURCES

- Map of Europe
- Computer and digital projector
- **Handout 4: The Arms Race**
- **Handout 5: The Cold War Begins**
- Short recorded clip of a video game and video game console, or access to online video game
- **Handout 6: War Games Unit Project Description**
- **Assessment: Cold War Games Project**
- **Handout 7: Unit Project Research**

1B.1: A comparative look at the U.S. and the Soviet Union after WWII

1. Have students imagine life in post-WWII U.S. and U.S.S.R.
Explain that now the class has some familiarity with the global setting of the Cold War they will study its origins.

Display the chart below. Divide students into pairs. Ask one person in each pair to look at the chart as someone living in the U.S. after WWII; ask the other to look at the chart through the eyes of someone living in the U.S.S.R.

Have students write down their thoughts in their history notebooks using the following questions:

- What would your life have been like in the U.S/U.S.S.R. after the war?
- How do you think the war would have affected your surrounding community, city, or town?

Was it easy or difficult to return to a normal life after the war? Could your family easily find work?

> **Note:** The following chart can also be found in **Appendix A.**

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	U.S.	U.S.S.R.
Human losses	400,000 dead 0.32% of the U.S. population of 1939, or about 1 out of 312 people	25,000,000 dead 13.71% of the population, or more than 1 out of 7 people 25,000 inhabitants became homeless as a result of the war.
Physical Damage	Virtually no physical damage except for damage done in the attack on Pearl Harbor	6 million buildings were destroyed as a result of aerial bombing and other military campaigns within the U.S.S.R. during WWII.
Economy	Gross Domestic Product (GDP) doubled during the war. The economy experienced full employment after a 10-year depression.	Most of the industrial plants and productive farmland that formed the basis of the U.S.S.R.'s economy were destroyed during the war.

2. Extend the discussion to foreign and domestic foreign policy.
Ask each pair to suggest at least one idea about what it might have been like to be a citizen of the U.S. or the U.S.S.R. after WWII. Then expand the discussion to consider the domestic priorities and international position of each government after the war:

- What might have been the general attitude and outlook of people in the U.S.S.R.? In the U.S.?

  Possible answers:

  U.S.S.R.: *Its citizens may have felt overwhelmed by the human loss and physical damage caused by the war; because of the damage there may have been a shortage of basic needs such as housing and food; many lives were destroyed; in many cases many families and individuals needed to build their lives from scratch; almost every family in the country had lost someone to the war.*

  U.S.: *Many citizens felt relief that the Depression and war were over; because the war had been fought overseas, they had relatively few casualties; they were able and ready to put the war and Depression behind them; they saw a bright future because the economy had recovered and actually grown during the war.*

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- What do you think the priorities of each government might have been? On what areas would each government focus?

  Possible answers:

  U.S.S.R.: *The large economic and human losses caused the government to act defensively; the government may have chosen to focus inward on domestic issues in order to rebuild its economy; it did not have many resources to use in shaping foreign policy.*

  U.S.: *The government was confident in its military and economic strength; because of the strong economy, the U.S. government had the resources to invest in domestic and international programs; the U.S. wanted to take a lead in global issues to prevent a similar war from happening in the future.*

1B.2: The Arms Race

RESOURCES

1. Discuss the arms race.

Explain to students that another defining aspect of the Cold War that had its origins in World War II was the arms race. As an in-class or out-of-class activity, have students read **Handout 4: The Arms Race** and answer the question on the handout. Then discuss their answers in a class discussion:

- In your opinion, how did the threat of nuclear war influence the course of the Cold War?

  Possible answers: *The arms race may have prevented other types of military attacks between the U.S. and the U.S.S.R.; the threat of nuclear war was too great to risk the consequences of an attack; countries invested massive military spending for testing and research, security measures, and the development of weapons instead of spending those resources on other national priorities such as education and full employment.*

Teacher's Notes: Playing a War Game

As an additional step, you may want to have students play and discuss a game about the arms race. This would allow them to think about some of the issues involved in the Cold War, while introducing them to a game about the period. Or you can show them a film clip of an explosion of a nuclear bomb. See *Media & Resources* for examples.

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Handout 4:
The Arms Race

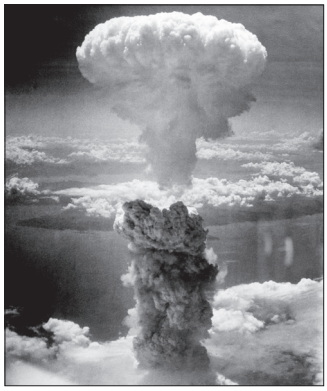
Read the information and discussion question below. Write a response in your notebook.

Dawn of the Nuclear Era

During World War II, both sides dropped conventional bombs, killing people, destroying buildings, and devastating land. Near the end of the war, the U.S. invented a new kind of bomb, called a nuclear, or atomic, bomb. The U.S. then used this weapon to deadly effect. The invention and use of nuclear weaponry marked the beginning of a new era.

In the years following World War II, the potential of nuclear weapons to cause unparalleled destruction shaped the course of the Cold War. Both superpowers, the U.S. and the U.S.S.R., raced to build and stockpile these weapons of mass destruction.

The End of World War II



Nuclear weapons were first used in World War II.

- On August 6, 1945, U.S. President Harry Truman ordered the bombing of the Japanese city of Hiroshima. Nearly 80,000 people died in the searing flash of heat and light generated by the atomic bomb.
- On August 9, 1945, another atomic bomb was dropped, this time on the Japanese city of Nagasaki. The bomb leveled much of the city and incinerated some 40,000 Japanese civilians.
- On August 14, 1945, Japan surrendered, ending the deadliest war in history.

Image of the atomic bomb explosion at Nagasaki, August 9, 1945. Photograph from the National Archives.

The Arms Race

The discovery and production of nuclear weapons was a distinguishing feature of the Cold War. In 1950, both the United States and the Soviet Union started to build their arsenals of conventional and nuclear weapons. This aspect of the Cold War is known as the *arms race*, a race between the two nations to achieve nuclear superiority.

- In 1949, the Soviet Union tested its first nuclear weapon, four years after the U.S. dropped its first atomic bomb.
- By 1953, the U.S. had a total of 1,735 bombers capable of dropping nuclear weapons on Soviet targets.
- In 1953, the Soviets had no nuclear weapons that could reach U.S. targets. Instead, they aimed conventional weapons at Western European nations, which were allied to the United States. This Soviet strategy served to deter a U.S. attack on the U.S.S.R.

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- By 1968, both superpowers possessed over 5,300 nuclear warheads, enough weaponry to destroy all human life on earth.
- An enduring result of the arms race is the stockpile of nuclear, chemical, and biological weapons in the arsenals of both the U.S. and modern-day Russia.

Discussion Question

- How do you think the threat of nuclear war influenced the course of the Cold War?

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1B.3: The Iron Curtain and the Soviet Response

1. Provide an overview of the activity.

> **Note:** This activity provides a good opportunity for formative assessment.

Remind students that during WWII, the United States and the U.S.S.R. were allies. Ask:

- What could have happened to cause countries that were allies during a war to become bitter enemies afterward?

Display or distribute notes about the Yalta and Potsdam conferences. As you review these notes point out the locations of Germany, Bulgaria, Romania, and Poland on a political map. As you review the notes, ask students:

- How do you think the U.S.S.R. might have reacted to this? The U.S.?

> **Note:** The notes below are also available in Appendix A.

Teacher's Notes: Notes on the Yalta and Potsdam Conferences

1945 Yalta Conference:

- The U.S. and its ally the United Kingdom agreed to recognize the Soviet-backed Lublin government in Poland, provided that the Soviet Union agreed to allow the Polish government to hold free elections.
- Roosevelt (U.S.), Churchill (U.K.), and Stalin (U.S.S.R.) agreed to support democratic processes in the countries liberated from German control, including Bulgaria, Romania, and Hungary, and to help create their new governments.
- Germany would be forced to pay 10 billion dollars to the U.S.S.R. as reparation for war damages.
- Stalin made a commitment to enter the war against Japan after the end of the European war.
- The U.S.S.R. agreed to join the United Nations, an international organization founded in that same year, 1945, to promote international peace, security, and economic development.

1945 Potsdam Conference:

Background:

- After the Yalta Conference, the Soviet Union brutally repressed noncommunist Poles and took control of the nations "liberated" by the Soviet army, Bulgaria, Romania, and Hungary.
- These actions alarmed British and U.S. politicians and seemed like a violation of the agreements made at the Yalta Conference.

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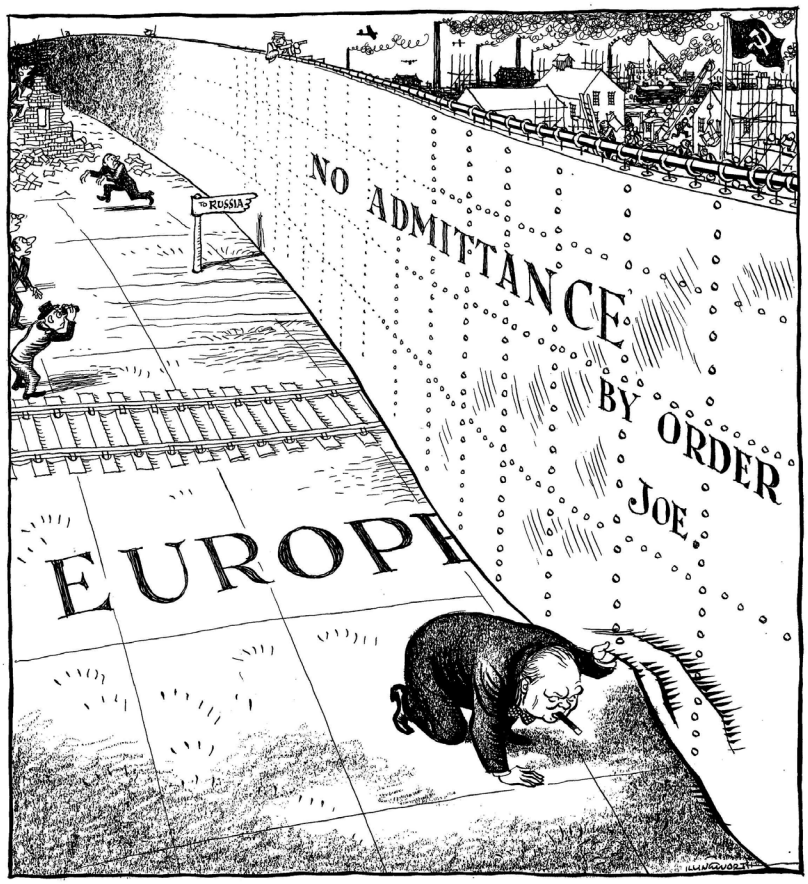
2. Project and discuss the political cartoon to set background for the speeches.
Display or project the following cartoon.

> **Note:** The cartoon below is also available in Appendix A.



"Peep Under the Iron Curtain," cartoon by Leslie Gilbert Illingworth.
First published in the *Daily Mail* on March 6, 1946.

Tell the class that this political cartoon is a commentary on the events following World War II. Inform students that:

- The man kneeling on the ground is Winston Churchill, the former Prime Minister of Britain.
- The name "Joe" refers to Joseph Stalin, the leader of the Soviet Union.

Use the following questions to conduct a class discussion about the image:

- List all the objects, animals, or people you see in the cartoon.
- Which of the objects or animals are symbols?
- What do these symbols mean?
- What are the words located in the cartoon?
- Is there a caption?
- Describe the action taking place in the cartoon.
- Using your observations, explain its message.

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Then use the following questions to discuss the cartoon:

- Based on your analysis of this cartoon, what do you think Winston Churchill's Iron Curtain speech may have been about?
- How do you think Joseph Stalin, the leader of the Soviet Union at the time the cartoon was created, might have reacted to this cartoon?

3. Discuss the "Iron Curtain" Speech and Stalin's "Reply to Churchill" in pairs. Divide the class into pairs, distribute a copy of **Handout 5: The Cold War Begins**, and review the directions on the handout.

> **Note:** A recording of Churchill's speech is also available online if you would like to share this recording with your students.

Ask volunteers to discuss which hopes and grievances they identified in the documents.

Then use the following questions to conduct a class discussion:

- Historians have often cited Churchill's speech as the onset of the Cold War. Why do you think this is?

  Possible answers: *Churchill publicly named the Soviet Union as a threat to the Western powers. In his speech he invited the U.S. to join with Britain to create a military alliance against the Soviet Union. Churchill thought the U.S.S.R. had a master plan to turn countries throughout the world into communist states, and therefore control them. Stalin accused Churchill of a racial theory that privileged English-speaking countries as the "natural" global powers.*

- Did Stalin adequately refute Churchill's accusations? Why? Why not?

  Possible answers:

  Yes: *Stalin refuted Churchill's accusations by explaining that he had installed governments friendly to the U.S.S.R. for security reasons. Stalin also asserted that the surge of interest in Communism was not due to an effort by his government, but the result of the prominent role Communists had played in fighting the Nazis.*

  No: *In Stalin's speech he admitted that he had installed governments in neighboring countries, even though later he argued that the growing influence of Communism was a result of these countries' own free wills.*

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Handout 5:
The Cold War Begins

Throughout World War II, Britain, France, the United States, and the Soviet Union agreed to overlook their differences in order to fight their common enemy. After the war, talks between the allied countries ended in misunderstanding and suspicion. This tension led to an epic four-decade confrontation known as the Cold War.

In a 1946 speech, Winston Churchill, the former prime minister of Britain, introduced the phrase "Iron Curtain" to describe the division in Europe between Western powers and the area controlled by the Soviet Union. Many historians point to this speech as the beginning of the Cold War.

In Part 1 of this handout, you'll read an excerpt from Churchill's speech. In Part 2, you'll read an excerpt from a speech given by Soviet leader Joseph Stalin in response to Churchill's "Iron Curtain" speech. After you read each excerpt, write a response to the discussion questions.

Part 1

Winston Churchill: The Iron Curtain Speech, 1946

The following is an excerpt from the speech:

> The United States stands at this time at the pinnacle of world power. It is a solemn moment for the American democracy. For with this primacy in power is also joined an awe-inspiring accountability to the future. . . .
>
> From Stettin in the Baltic to Trieste in the Adriatic an iron curtain has *descended* across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia; all these famous cities and the populations around them lie in what I must call *the Soviet sphere*, and all are subject, in one form or another, not only to Soviet influence but to a very high and, in some cases, increasing measure of control from Moscow. . . .
>
> [I]n a great number of countries, far from the Russian frontiers and throughout the world, Communist *fifth columns* are established and work in complete unity and absolute obedience to the directions they receive from *the Communist center*. Except in the British Commonwealth and in the United States, where Communism is in its infancy, the Communist parties or fifth columns constitute a growing challenge and peril. . . .
>
> But what we have to consider here today, while time remains, is the permanent prevention of war and the establishment of conditions of freedom and democracy as rapidly as possible in all countries. . . .
>
> If the population of the English-speaking Commonwealths be added to that of the United States, with all that such cooperation implies in the air, on the sea, all over the

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globe, and in science and in industry, and in moral force, there will be no quivering, precarious balance of power to offer its temptation to ambition or adventure. On the contrary, there will be an overwhelming assurance of security.

Vocabulary

Descended: Fallen

The Soviet sphere: The influence of the Soviet government

Fifth columns: Secret or subversive groups

The Communist center: Moscow, the capital of the U.S.S.R.

Peril: Danger

Discussion Questions

- What actions does Churchill accuse the U.S.S.R. of?
- What outcome does Churchill imply will occur if the U.S.S.R. continues these actions?
- How does Churchill think the world can avoid that outcome and have "an overwhelming assurance of security"?
- Why do you think Churchill delivered this speech?
- What audience do you think Churchill had in mind for the speech?

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Part 2

Joseph Stalin was the leader of the Soviet Union from 1924 to 1953. Stalin gave a speech responding to Winston Churchill's "Iron Curtain" speech and defending the Soviet Union's actions in Europe by pointing to the losses of the Soviet Union during World War II.

Joseph Stalin: Reply to Churchill, 1946

The following is an excerpt from the speech:

> In substance, Mr. Churchill now stands in the position of a *firebrand of war*. And Mr. Churchill is not alone here. He has friends not only in England but also in the United States of America.
>
> In this respect, one is reminded remarkably of Hitler and his friends. Hitler began to set war loose by announcing his racial theory, declaring that only people speaking the German language represent a fully valuable nation. Mr. Churchill begins to set war loose, also by a racial theory, maintaining that only nations speaking the English language are fully valuable nations, called upon to decide the destinies of the entire world.
>
> The German racial theory brought Hitler and his friends to the conclusion that the Germans, as the only fully valuable nation, must rule over other nations. The English racial theory brings Mr. Churchill and his friends to the conclusion that nations speaking the English language, being the only fully valuable nations, should rule over the remaining nations of the world. . . .
>
> As a result of the German invasion, the Soviet Union has *irrevocably* lost in battles with the Germans, and also during the German occupation and through the *expulsion* of Soviet citizens to German slave labor camps, about 7,000,000 people. In other words, the Soviet Union has lost in men several times more than Britain and the United States together.
>
> It may be that some quarters are trying to push into oblivion these sacrifices of the Soviet people which insured the liberation of Europe from the Hitlerite yoke.
>
> But the Soviet Union cannot forget them. One can ask therefore, what can be surprising in the fact that the Soviet Union, in a desire to ensure its security for the future, tries to achieve that these countries should have governments whose relations to the Soviet Union are loyal? . . .
>
> Mr. Churchill wanders around the truth when he speaks of the growth of the influence of the Communist parties in Eastern Europe. . . . The growth of the influence of communism cannot be considered accidental. It is a normal function. The influence of the Communists grew because during the hard years of the mastery of *fascism* in Europe,

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> Communists showed themselves to be reliable, daring and self-sacrificing fighters against fascist regimes for the liberty of peoples. . . .
>
> It is they, millions of these common people, who voted Mr. Churchill and his party out in England, giving their votes to the Labor party. It is they, millions of these common people, who isolated reactionaries in Europe, collaborators with fascism, and gave preference to Left democratic parties.

Vocabulary

Expulsion: Removal

Fascism: A political system headed by a dictator in which the government controls business and labor and opposition is not permitted

Firebrand of war: A hot-headed person who promotes war

Irrevocably: In a way that cannot be changed; irreversibly

Reactionary: Of, relating to, or favoring old-fashioned political or social ideas; also, a person holding such ideas

Discussion Questions

- What does Stalin accuse Churchill of doing?
- How does Stalin defend the U.S.S.R.'s attempt at installing loyal governments in the newly liberated European countries?
- What reasons does Stalin give for the growth of the influence of Communism in Europe?
- Why do you think Stalin delivered this speech? What audience do you think Stalin had in mind for his speech?

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1B.4: Cold War Games

1. View and analyze a video game.
Explain to students that they will practice their game design skills by:

- Analyzing an already existing game
- Adapting its rules in order to create a game that reflects the history of the Cold War

Teacher's Notes: Selecting a Video Game to Analyze

For this activity choose to analyze a game about conquest. Classic games that involve conquest include: *Civilization*, *Starcraft*, *Risk*, *Axis & Allies*, *Diplomacy*.

Low-tech option:
Characters, settings, strategies, and tactics are aspects of video games that are shared with nondigital games. If you don't have access to a digital projector you can analyze a board game using the same questions.

Before Viewing:

Write the following questions on the board and ask students to write down answers to these questions while viewing the video game.

- Who are the characters featured in the game?
- What are the goals of the game? Where is the game set?
- From whose perspective is this game played, from one or multiple perspectives?

Viewing a clip of a video game:

- Project a recorded segment of a video game or ask a student volunteer to play the game while you facilitate the class discussion.

After viewing the clip:

- Ask student volunteers to share their answers to the questions posed on the board.

As they discuss their answers to the questions, guide students to understand that throughout the unit they will identify characters, their possible goals, and settings for a game set in this period. In addition, they will look at events through multiple perspectives and explore the various motives of various people involved in the Cold War.

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Teacher's Notes: Sample Video Game Analysis for Risk
(See *Media & Resources* for a link to this free online game.)

Who are the characters featured in the game?
The characters featured in the game are the soldiers, the player and the soldiers on the opposing side, and the player's opponent(s).

What are the goals of each of the players?
The soldiers' goals are to stay alive and to beat the opposing player's armies. The goal of the game is world domination, to control all the territories through the elimination of the other player's armies.

Where is the game set?
The map of the world. Some of the countries are labeled to reflect current political boundaries; some countries have fictional names and do not reflect current political boundaries.

From whose perspective is this game played, from one or multiple perspectives?
The game is played from the perspective of the generals and commander of the army. The game is not played from the perspective of the soldiers, the population affected by the battles, or families impacted by the war.

2. Review Cold War topics.
To prepare students to redesign the game they just analyzed, write a list of Cold War topics on the board (e.g., Cold War Interventionism, Post-WWII U.S. and U.S.S.R., the Arms Race, the Iron Curtain Speech, and Stalin's Reply to Churchill). Then ask the following question:

- In what ways might your study of Cold War interventionism or the origins of the Cold War help you identify the motivations behind the actions the U.S. and the U.S.S.R. took in your assigned country?

  Possible answers: *The arms race made it difficult for the U.S. and the U.S.S.R. to fight each other openly because of the threat of nuclear war. Churchill believed that the U.S.S.R. was trying to gain global power through converting other countries to Communism. The U.S. and the Soviet Union did not get along because they believed their own form of government was superior to the other's form of government.*

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3. Brainstorm game ideas.
Divide the class into their project teams. Before they begin adapting the game, tell teams that:

- Their game ideas should involve two players; one of the players should represent the U.S., the other, the U.S.S.R.
- The two players cannot engage in warfare with one another.
- The game should include information about the Cold War presented in the unit.

> **Note:** If students are having trouble adapting the rules of the game, you may want to provide a copy of the rules of the game you have chosen to analyze.

Have students present their game ideas to the class. During their presentations ask students to link their concepts for their video games to the Cold War by posing the following question:

- Which tactics could players of your game use to acquire or conquer new territory? What historical information did you use to inform your ideas?

Teacher's Note: Adapting a Game

If students are assigned to adapt the game of Risk for this activity, some of their ideas may include:

- Having the players represent the U.S.S.R. and the U.S. Instead of being able to only attack a territory adjacent to their territory, each country is able to attack any country on the map.
- The players could not only conquer territories by force, but also by drawing a Risk card that allows them to install a puppet leader. Students may want to only have a map that includes countries on Handout 3, instead of a map of Napoleonic Europe.
- Students may suggest that in the initial setup, the U.S.S.R. begin with fewer armies than the U.S.
- Students may decide to change the Risk cards to represent countries involved in the Cold War.
- Students may suggest different symbols for Risk cards: instead of a picture of artillery it could be a picture of a nuclear weapon; instead of infantry it could be a picture of an allied country; instead of cavalry the card could include a picture of a spy.

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4. Discuss the unit project in teams.
Distribute **Handout 6: War Games Unit Project Description** and answer any questions students may have.

Distribute **Assessment Checklist: Cold War Games** and review the unit project criteria with the class.

5. Teams begin unit project research.
Explain that as part of their unit projects, students will write a background paper about the history of a Cold War intervention in their country. Then they will use their research to come up with an idea for a video game.

Distribute **Handout 7: Unit Project Research** and have each team assign project roles. Inform students that they will use this handout to take notes for their background papers. Tell them that they should take notes on what they learn in class about their research topic, as well as on their independent research.

Ask team members to look over their part of the handout, and to use their class notes and handouts to fill in as much information as they can. Next, ask them to share their notes with their teammates. Wrap up the activity by providing due dates for the teams' background papers.

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Handout 6:
Cold War Games Unit Project

Working with your team, you'll develop a video game concept based on historical events that occurred during the Cold War. Your team will research and write a paper about historical events in your assigned country. Then you'll design a video game based on the events and present your video game concept to the class.

Step 1: Conduct Research

For your country (Republic of the Congo, Chile, or Afghanistan), assign each team member a topic to research. You can use **Handout 7: Unit Project Research** to take notes. Here are the topics:

Overview

Summarize the events surrounding an intervention by the U.S. and/or the U.S.S.R. in your country during the Cold War. Tell what happened, when and where the events occurred, the situation before the intervention, and the long-term effects of the intervention.

People

Identify people who played a role in the events or were impacted by the events. Include government and military leaders, as well as ordinary people. For example, you might look for politicians, U.S. or U.S.S.R. representatives, heads of other countries, soldiers, business owners, or workers. For each person you identify, list his or her:

- Name
- Role in the Cold War event

Setting

Identify historically significant locations in your country during the Cold War. Include:

- Brief description of each location's setting, such as physical features and climate
- A map indicating each location
- Historical significance of each location: what events occurred there and why the events were important during the Cold War

The Hidden Hand

Identify whether the U.S. or the U.S.S.R. (or both) acted as the hidden hand in the intervention in your country. Use the questions below to guide your research:

- What strategies did the U.S. and/or the U.S.S.R. use to intervene in the affairs of your country?
- What motivated the intervention by the U.S. and/or the U.S.S.R.?
- What impact and long-term effect did the intervention have on the domestic affairs of your country?

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Step 2: Write Your Section of the Research Paper

Use your notes to write part of your team's research paper. Your paper will focus on the motivations and methods of intervention by the U.S. and U.S.S.R. in the Cold War.

Step 3: Brainstorm Game Ideas

As a team, share your research. Then brainstorm ideas for a video game based on events, people, and places you identified in your team's research paper.

Step 4: Decide on a Video Game Concept

Choose a game idea and complete a video game concept document that includes:

- Title of your game
- The objective, or how a player wins the game
- The genre, or type, of game
- A brief overview of how the game is played
- The setting (include at least two settings)
- Characters (their role in the game, the motivation behind their actions, and the real people they are based on)

Step 5: Present Your Work to the Class

Tell your classmates about your team's video game idea. In your presentation, discuss:

- Your game's characters and the reasons you chose to feature those characters
- Your game's settings and why you chose them
- The objective of your video game and how the game is played

Include visuals in your presentation. You may want to create:

- Sketches of the characters
- Sketches and/or maps of the settings
- Tools or weapons that are used by characters
- Diagrams showing the role of the U.S. and/or the U.S.S.R.

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Assessment Checklist:
Unit Project

Use this assessment checklist to help you plan and assess your project. Make sure that you include all the required components. Your teacher will use this checklist to help evaluate your work.

Requirements	Percentage of Total Grade	Comments	
Research Paper		**Student Comments**	**Teacher Comments**
Notes for topic assigned (Overview, People, Setting, Hidden Hand) are thorough. Notes include information from handouts, as well as independent research. Sources are identified.	**35%**		
Paper is based on research notes and is clearly written. Writing is well organized, edited, and proofread.	**35%**		
Video Game Concept Document			
Characters, setting, and game play reflect an understanding of historical events in the assigned country during the Cold War.	**20%**		
Presentation			
Rationale for characters, events, and setting is given. Game play and game objective are described. Visuals are used.	**10%**		
Total	**100%**		

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Handout 7:
Unit Project Research

Use the appropriate chart below to organize research for your assigned topic. Be sure to identify a source for the information you find. For example, list the article, book, Web site, or unit handout.

Overview

Key events and important dates				
Source				
Situation before intervention				
Source				
Long-term effects of intervention				
Source				

People

Name	Role in intervention	Goal	Idea for game character
Source			
Source			
Source			

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Location

Setting	Physical description	Events during Cold War/ Significance of location	Idea for game setting
Source			
Source			
Source			

The Hidden Hand

Role of U.S. and/or U.S.S.R. during Cold War	
Source	
Purpose of U.S. and/or U.S.S.R. intervention	
Source	
Effect of U.S. and/or U.S.S.R. intervention	
Source	

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Part 2: Two Opposing Views

Students consider the impact of U.S. and U.S.S.R. foreign policy on a country's political development. The class then re-enacts the 1955 Bandung Conference, and delivers presentations on their country's position on alignment. Students research the historical background for their game, write a paper, and use their research to come up with a video game concept they present to the class.

Length:
6 50-minute sessions

Advance Preparation

- For Activity 2C, if you do not have access to a computer lab, prepare research packets for students about their assigned country. (See *Media & Resources* for links to articles.)

Note: Many students will find some of the included documents difficult to read. You might choose to annotate or edit the documents to ensure they are at the appropriate level for some students; you might also decide to support any reading issues through class discussion, paired reading, or other activities. If possible, you should collaborate with the English language arts teacher to design appropriate support.

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Activity 2A:
Interventionism in the Cold War

Sequence

2A.1: Cold War Foreign Policy	Students read primary documents from the Cold War and identify the motivations for U.S. and U.S.S.R. interventionism during this period.
2A.2: Election Strategies	Students brainstorm strategies to rig an election and make connections to the activity and the history of the Cold War, considering the implications of foreign intervention on a country's development.

Understandings

- The Truman Doctrine set forth a policy of U.S. economic and political intervention that was both anti-Communist and anti-Soviet.
- The Cold War spread from the struggle of territory and influence in Europe to countries in Asia, Africa, and Latin America.
- Risk and likely effectiveness are two factors that are weighed when nations make foreign policy decisions.

Materials Needed

- **Handout 8: Cold War Foreign Policy**
- **Handout 9: Election Strategies**

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2A.1: Cold War Foreign Policy

> **Note:** This activity provides a good opportunity for formative assessment.

1. Use political cartoons to introduce U.S. and U.S.S.R. foreign policy.
Explain to students that now they have studied the Cold War's origins, they will analyze speeches of leaders from the U.S. and the U.S.S.R. to learn how a contest for power in Europe became a struggle for global power.

Distribute **Handout 8: Cold War Foreign Policy.** Divide the class into project teams and assign each team one of the documents included on the handout.

As a prereading activity, have each team look at the political cartoon that accompanies their assigned document. Have students analyze the cartoon by discussing the following questions:

- List all the objects, animals, or people you see in the cartoon.
- Which of the objects or animals are symbols?
- What do these symbols mean? What are the words located in the cartoon?
- Is there a caption?
- Describe the action taking place in the cartoon.
- Using your observations, explain its message.

> **Note:** Some students may need support in interpreting the political cartoons, in particular what and who the elements of the cartoon represent. The following information may be helpful:
>
> **Cartoon 1:** The man depicted in the chair is Joseph Stalin.
>
> **Cartoon 2:** The symbol located on the right-hand side on Santa's bag symbolizes the Soviet Union. The men in the house below represent leaders of developing countries.

Ask teams to share what they think is the message of their assigned cartoon. Then use the following questions to guide a class discussion:

- Based on what you see in the cartoon, what could be some of the main ideas contained in Truman's speech?
- What could be some of the main ideas in Khrushchev's speech? Kennedy's?

2. Have students read and discuss documents on Cold War foreign policy.
As an in- or out-of-class activity, have students read their assigned primary document and answer the included questions in their history notebooks. Next, have students share their responses in their teams.

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Teacher's Notes: Discussing Foreign Policy Speeches

The Truman Doctrine

While discussing the Truman Doctrine, highlight the following points:

- Truman's language suggests that he is arguing not only for initiating a war against the U.S.S.R. but also for a war on Communism as a form of government in any country.
- Truman's speech exemplifies how the rise of the Soviet Union as a superpower and the rise of Communist political parties throughout the world were often linked in the minds of U.S. governmental officials. In the years to come, this mindset would lead the U.S. to interfere in many parts of the world.

Kennedy and Khrushchev

These speeches reveal how much the Cold War became a war not between two nations, but two ways of life. Both leaders frame their motivations as a war between democracy and capitalism on one hand and communism on the other. Therefore these players saw the war as a global war that was fought not only between two countries, but two political and economic systems.

3. Discuss Third World options of alignment or nonalignment.

Remind students of their case studies and point out that, as in Chile, Afghanistan, and Republic of the Congo, leaders of developing countries faced enormous challenges. Many had to fight domestic struggles for power while building an economic and political infrastructure. At the same time, the U.S. and U.S.S.R. had their own reasons for wanting alliances with these countries.

Pose the following questions and record students' responses in a table like the one shown here. Ask students to copy the table in their history notebooks for an activity they will participate in later on in the unit. They may also want to place a copy in their team's project folder.

- Imagine you were the leader of a newly independent country. What would be the benefits of allying yourself with the U.S.? The U.S.S.R.? What are the possible consequences? What would be the benefits and consequences of remaining nonaligned?

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	Pro	Con
Alignment with U.S.	*Could offer protection from political parties within your own country that are fighting for control* *Could offer protection from threatening neighbors* *Would provide much-needed economic and military aid* *Could provide assistance and support to your government, if your country wants to follow the U.S. economic and political model*	*U.S. leaders are suspicious of tolerance of communism within your country.* *Alignment with the U.S. may limit your country's ability to make choices that are not in line with the interests of the U.S. government.* *The U.S. may impose economic and political policies that hurt your own economy.* *Alignment with the U.S. will alienate some members of your government; the U.S. is closely associated with your former colonizers, and aligning with them may be unpopular with the citizens of your country.*
Alignment with Soviet Union	*Could offer protection from political parties within your own country that are fighting for control* *Could offer protection from threatening neighbors* *Would provide much-needed economic and military aid* *Could provide assistance and support to your government, if your country wants to follow the Soviet economic and political model*	*Will not receive economic aid from the U.S., the wealthiest nation in the world* *The U.S.S.R. may impose economic and political policies that hurt your own economy.* *Will alienate some citizens who want to align themselves with the U.S.*
Nonalignment	*The interests and goals of your country might be more effectively advanced without U.S. or Soviet interference.* *Might be able to attract economic aid from both the United States and the U.S.S.R.* *Would maintain your country's independence and ability to make your own decisions*	*A rebel force could draw support from one of the superpowers, and gain enough support to overturn your government.* *No support or protection from either superpower*

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Optional extension: A voice of dissent

Ask students to read Henry A. Wallace's speech on the Truman Doctrine in 1947. In his speech he critiques Truman's proposal for intervention in Europe. (The link to this document can be found in *Media & Resources*.)

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Handout 8:
Cold War Foreign Policy

The Truman Doctrine, 1947

Before You Read

Analyze the political cartoon below by answering the questions that follow in your history notebook.

"Who's Next to be Liberated from Freedom, Comrade?," cartoon by David Low.
First published in the *Evening Standard*, March 2, 1948.

1. List the main objects or people you see in the cartoon.
2. Which do you think are symbols? What do these symbols mean?
3. What words are used in the cartoon? Is there a caption?
4. Describe the action that takes place in the cartoon.
5. Using your observations, explain what you think the cartoonist's message is.

Read and Discuss

The peoples of a number of countries of the world have recently had totalitarian regimes forced upon them against their will. . . .

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.

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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 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 this 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.

Excerpt from U.S. President Harry S. Truman's address before a Joint Session of Congress (1947)

1. What is President Truman asking for in his speech?
2. What are the first and second "ways of life" that President Truman refers to? What countries is President Truman referring to when he talks about the two ways of life?
3. According to President Truman, how should the U.S. help free peoples?

Vocabulary

Falter: To move unsteadily

Regimes: Governments, especially those that favor strict obedience to authority

Strife: A struggle or fight

Subjugation: The act of bringing bring under control and ruling as a subject

Suppression: The act of preventing or inhibiting actions, expressions, or ideas

Totalitarian: Of or relating to the political concept that citizens are totally subject to an absolute state authority

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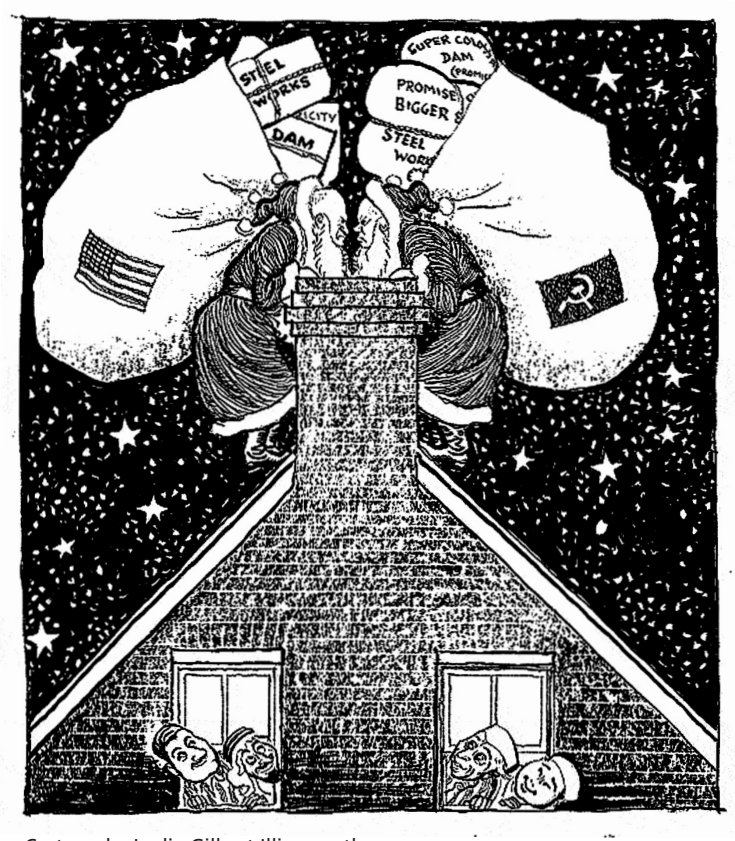
Kennedy and Khrushchev

Before You Read

Analyze the political cartoon below by answering the questions that follow in your history notebook.



Cartoon by Leslie Gilbert Illingworth.
First published in the *Daily Mail* on December 19, 1955.

1. List the main objects or people you see in the cartoon.
2. Which do you think are symbols? What do these symbols mean?
3. What words are used in the cartoon? Is there a caption?
4. Describe the action that takes place in the cartoon.
5. Using your observations, explain what you think the cartoonist's message is.

Read and Discuss

We live at a very special moment in history. The whole southern half of the world—Latin America, Africa, the Middle East, and Asia—are caught up in the adventures of asserting their independence and modernizing their old ways of life. . . . But in our time, these new nations need help for a special reason. Without exception, they are under Communist pressure. In many cases, that pressure is direct and military. In others, it takes the form of intense subversive activity designed to break down and supersede the new—and often frail—modern institutions they have thus far built. But the fundamental task of our foreign aid program in the 1960's is not negatively to fight Communism: Its fundamental task is to help make a historical demonstration

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that in the twentieth century, as in the nineteenth—in the southern half of the globe as in the north—economic growth and political democracy can develop hand in hand. . . .

Excerpt from U.S. President John F. Kennedy's special message to Congress on foreign aid on March 22, 1961

Comrades, the peoples that have gained national independence have become another mighty force in the struggle for peace and social progress. . . .

Nobody appreciates and understands the aspirations of the peoples now smashing the fetters of colonialism better than the working people of the socialist countries and the Communists of the whole world. Our world outlook and the interests of all the working people, for which we are fighting, impel us to do our best to ensure that the people follow the right road to progress, to the flowering of the material and spiritual forces. By our policy we must strengthen the peoples' confidence in the socialist countries. . . .

Forty-one years ago . . . There were no Communist Parties in Asia, Africa, Australia and Oceania. On the American continent there was only the Communist Party of Argentina. Today Communist and Worker's Parties exist in eighty-seven countries. . . . Communist ideas have won the minds of millions in all corners of the globe. That is a good thing, a very good thing, comrades!

Excerpt from speech by Nikita Khrushchev, Premier of the Soviet Union, on January 6, 1961

1. According to President Kennedy, what is the "special reason" newly independent nations need help from the U.S.?
2. How does President Kennedy define the fundamental task of U.S. foreign policy?
3. According to Premier Khrushchev, what should be the goal of the U.S.S.R.'s foreign policy?
4. In Premier Khrushchev's view, why should the U.S.S.R. take an interest in the development of newly independent countries?
5. How might President Kennedy and Premier Khrushchev's speeches explain why the Cold War influenced the events in so many countries around the world?

Vocabulary

Aspiration: A strong desire to achieve something great

Fetters: Something that confines

Socialist: Relating to any of various economic and political theories that advocate collective or governmental ownership and administration of the means of production and distribution of goods

Subversive: Seeking or intending to overturn or overthrow an established government or institution

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2A.2: Election Strategies

1. Introduce the activity.
Tell students that now they have learned some of the motivation for interventions, they'll explore some of the methods through which the U.S. and the U.S.S.R. conducted their actions.

Distribute **Handout 9: Election Strategies.** Review the directions on the handout and model an example with the class.

> **Note:** You may want to change the context to a school or a class election if the context of a town election does not seem engaging to the class.

2. Devise a political intervention in teams.
Have project teams use the directions on Handout 9 to map out their election strategy.

3. Discuss each team's election strategy.
As teams present their election strategies, write their suggestions on the board.

Possible answers:

Voting strategies: *Provide transportation to the polling stations; sign people up to vote.*

Public relation strategies: *Get positive press for your candidate; promise popular programs; get public support from a respected leader; pay people to campaign for your candidate; pay for TV or print advertising; recruit volunteers to campaign; throw big parties for voters; have your candidate attend events to create a presence in the town.*

Dirty tricks: *Stuff ballot boxes; threaten the other candidate and/or his or her supporters; spread rumors; bribe people; secretly donate money to your candidate's election; hire mercenaries to dispose of the opposition.*

Next, use the following questions to discuss the activity.

- When thinking about the risk factors of each of the actions, what type of risks did you account for? Physical danger? The consequences of public exposure? Moral issues? Legal issues?
- Imagine if you were a voter in this election. How would you feel if you found out that a group of people implemented your team's strategy during the election? How would that impact your view of the winner of the election?

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4. Review Handout 3: Timeline of U.S. and U.S.S.R. Cold War Interventions.
Direct students to read the events on their assigned section of the timeline. Ask:

- What connections can you make between the classroom activity and the events presented in the timeline?
- Which tactics did the U.S. or the U.S.S.R. use to intervene in the countries featured on your part of the timeline of U.S. and U.S.S.R. interventions (Handout 3)?

  Possible answers: *installing puppet governments friendly to the U.S. or U.S.S.R.; providing troops, weapons, and financial support; preventing the election of members from a particular political party; officially recognizing new governments; secretly overthrowing leaders of countries; supporting revolts of oppositional parties; quelling rebellions against friendly government; having allies invade to stop popular rebellion against friendly governments; active participation in civil war; providing financial and/or military support to rebel armies*

5. Have students view the interventions from the perspective of a citizen.

- Imagine if you were a citizen of one of the countries on the timeline. How would you think you would react to the intervention?
- How would you feel towards the country that intervened in your country's election? How might that impact the effectiveness of your government?

6. Ask student volunteers to share their written responses with the class.

Possible answers: *Citizens may not trust their government to make decisions in their interest; citizens may become disengaged in the government; citizens' anger and/or devastation at toll of interventions*

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Handout 9:
Election Strategies

As a team, you'll work together to come up with a strategy to ensure the election of a political candidate in your assigned country. The stakes are high in the election campaign, so your team must find ways for your candidate to win at any cost.

Part 1: Election Tactics

On your own, create a list of election tactics for your team to consider. Write the tactics in the table below. Be creative and resourceful! For each tactic, use the ratings given in the table to score the level of risk, likely effectiveness, and how ethical the tactic is. Find a total score for each tactic.

Identify the three tactics with the highest scores and write them below the table. You'll share these with your teammates.

Election Tactic	**Level of Risk** 0 = high risk 5 = low risk	**Level of Likely Effectiveness** 0 = not likely to be effective 5 = most likely to be effective	**How Ethical Tactic Is** 0 = not ethical 5 = highly ethical	**Total Score** (Risk Level + Likely Effectiveness + How Ethical Tactic Is)
Example: Stuffing ballot boxes with fake votes	0	4	1	5

Three tactics with the highest scores:

Part 2: Election Strategy

Discuss your tactics with your teammates, explaining your scoring rationale. As a team, choose three tactics that your candidate can use to win the election. Describe your team's election strategy on a separate sheet of paper.

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Activity 2B: Creating the Third World

As representatives of Chile, Afghanistan, or Republic of the Congo, students participate in a simulation in which they deliver presentations on their country's stance on alignment in the Cold War.

Understandings

- After World War II, newly independent countries shared similar economic and political challenges.
- During the Cold War, the choice of alignment or nonalignment with the U.S. or the Soviet Union greatly influenced a country's prospects of economic and political development.

Materials Needed

- **Handout 10: The Bandung Conference**
- **Handout 11: Speech at the Opening of the Bandung Conference**
- **Handout 12a, 12b, 12c: Country Dossiers**

Note: This activity provides a good opportunity for formative assessment.

1. Provide an overview of the simulation.
Divide the class into their unit project teams, distribute **Handout 10: The Bandung Conference**, and review the handout directions with the class. Then ask students to assign roles for each team member.

2. Read Sukarno's speech.
Explain to students that to learn about the goals of the conference, they will read the opening speech from the actual conference. Ask student volunteers to take turns reading the speech aloud.

- As the speech is being read, ask students to identify: a sentence, a phrase, and a single word that stood out for them while reading this speech.

Next, ask volunteers to share 1) their responses and 2) the reason the sentence, phrase, and word stood out for them.

Conduct a discussion about the speech using the following questions:

- Why do you think Sukarno delivered the speech?

  Possible answers: *He wanted newly independent countries at the conference to work together; he wanted to keep his country's independence from being influenced by the U.S. or U.S.S.R.; he did not want to repeat his country's previous colonial relationship to the two new superpowers.*

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- According to Sukarno, what were the main goals of the conference?

  Possible answer: *To develop a system for countries to work together to maintain their newly won independence and freedom*

3. Discuss the term *Third World.*

Write the term *Third World* on the board. Tell students this term gained prominence after the Bandung Conference of 1955. Then use the following questions to discuss the term Third World:

- What might the term *Third World* refer to?
- What geographical entity might the term *Third World* encompass?
- Have you heard the term *Third World* used before? Do you think that it is a complimentary term or a derogatory term?

Teacher's Notes: Origins of the Term Third World

In this unit, the term *Third World* refers to the former colonial or semi-colonial countries in Africa, Asia, and Latin America that were subject to European economic or political domination. The term *Third World* comes from *tiers état*, a term that describes the "third estate," the most populous but least represented of the French prerevolutionary social groups. The term *Third World* became popularized after the Bandung Conference as a term used to describe a global majority from Africa and Asia, who had been oppressed through colonialism, but who were working together to build power and global influence.

4. Teams prepare presentations.

Distribute the appropriate country dossier (**Handout 12a–c**) to each team.

Inform the class that they will deliver a speech on their country's stance on alignment. Tell the class to use their notes to prepare for the conference, especially those discussed in Activity 2A.

Note: Inform students that for the purposes of comparing and contrasting the history of Cold War interventions of Afghanistan, Republic of the Congo, and Chile, they have information about events that took place in different periods in history. Also tell students that the only country that was present at the actual conference was Afghanistan.

5. Teams present their speeches.

During each presentation check that students understood the information on their dossiers by asking students to use the information on the dossiers to provide evidence for their responses to the questions posed on Handout 10.

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6. Discuss the conference.
Use the questions below to debrief the activity:

- How do you think your choice of alignment with the U.S. or the U.S.S.R. would help to further your goals for your country? How might your choice of alignment restrict your ability to move your country in a direction of your own choosing?
- How did participating in the conference give you a better idea of the challenges that leaders of your countries faced during the Cold War?

Teacher's Notes: The Bandung Conference

Some of the outcomes of the conference included the adoption of a 10-point "declaration on promotion of world peace and cooperation," and a communiqué that underlined the need for Third World countries to loosen their economic dependence on industrialized nations through the exchange of expertise, aid for development projects, and the establishment of training and research centers. In later years conflicts between the nations and violations of the 10-point declaration eroded the movement begun at Bandung.

7. Discuss connections between the conference and the unit project.
Have the class meet in project teams to discuss the following questions:

- What information did you learn during the last activity that you could incorporate into the design of your game? Were you able to identify characters and settings that may be crucial to include in the game?
- What questions do you still have about the Cold War events in your country?

Provide time for teams to update their notes on Handout 8 and their project folders.

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Handout 10:
The Bandung Conference

In the aftermath of World War II, the developing nations of the Third World emerged from decades or, in some cases, centuries of colonial rule. During this wave of decolonization, a group of newly independent states came together to discuss common concerns and goals for future collaboration.

Twenty-nine heads of state and representatives of national liberation movements and civil rights organizations attended the Bandung Conference to discuss strategies for cooperation. The Conference was the starting point of a group of countries that came together to form the Non-Aligned Movement (NAM). Countries that joined NAM agreed not to enter into strategic alliances with either the United States or the Soviet Union.

Countries that attended the Bandung Conference:

Afghanistan
Bhutan
Burma
Cambodia
People's Republic of China
Egypt
Ethiopia
Indonesia
Iran
Iraq
Japan
Jordan
Laos
Lebanon
Liberia
Libya
Nepal
Pakistan
Philippines
Saudi Arabia
Syria
Thailand
Turkey
Democratic Republic of Vietnam
State of Vietnam
Yemen

Discussion Questions

Imagine you are attending the conference as a representative of your assigned country (Republic of the Congo, Chile, or Afghanistan). To prepare for the conference you will be given a dossier—Handout 12—that will present the current history of your country. Though these events happened at different times, for the purposes of this meeting, you should suppose that these events happened at the time of the conference.

Respond to the questions below as a representative of your country. Write your response in your notebook.

1. Based upon your country's current circumstances, what goals do you have for the conference?
2. What kind of government do you currently have in your country? How would that influence your affiliation with either the U.S.S.R. or the United States?
3. What are the most pressing challenges your country is facing? Are there ways in which other countries in Africa or Asia can help you tackle these issues?
4. Based on your understanding of the pros and cons of alignment, do you think your country should align with one of the superpowers or remain neutral? Why?

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Handout 11:
Speech at the Opening of the Bandung Conference

Perhaps now more than at any other moment in the history of the world, society, government and statesmanship need to be based upon the highest code of morality and ethics. . . . But today we are faced with a situation where the well-being of mankind is not always the primary consideration. Many who are in places of high power think, rather, of controlling the world.

All of us, I am certain, are united by more important things than those which superficially divide us. We are united, for instance, by a common detestation of colonialism in whatever form it appears. We are united by a common detestation of racialism. And we are united by a common determination to preserve and stabilize peace in the world. . . .

What can we do? We can do much! We can inject the voice of reason into world affairs. We can mobilize all the spiritual, all the moral, all the political strength of Asia and Africa on the side of peace. Yes, we! We, the peoples of Asia and Africa, 1,400,000,000 strong, far more than half the human population of the world, we can mobilize what I have called the Moral Violence of Nations in favor of peace. We can demonstrate to the minority of the world, which lives on the other continents, that we, the majority are for peace, not for war, and that whatever strength we have will always be thrown onto the side of peace. . . .

—Sukarno, President of Indonesia (1955)

Vocabulary

Detestation: Hatred

Mobilize: Gather together

Racialism: An emphasis on race and racism

Statesmanship: The exercise of political leadership

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Handout 12a:
Country Dossiers *Afghanistan*

Role

You are a representative of the People's Democratic Party of Afghanistan (PDPA), the newly formed Communist political party of Afghanistan. It is 1978.

Background

The PDPA has assassinated the former leader of Afghanistan, Mohammed Daoud, and taken control of the government. The PDPA has angered many community leaders by instituting unpopular policies. These reforms have been introduced by force and have offended many local leaders. As a result, the local leaders and citizens are rebelling in the provinces of your country. You need monetary and military aid to stop the rebellions.

Current Situation

You have asked the U.S.S.R. for help because that superpower has supplied military and economic support to Afghanistan in the past. Your Soviet advisors, however, are not happy with the PDPA and have denied the new government any military support. Your Soviet advisors are concerned about the fights between factions, or groups, within the PDPA. You don't blame them. You think your leader, Hafizullah Amin, may be planning to assassinate his rivals within the party.

You are also concerned that the United States may become involved in the affairs of Afghanistan as it has in Pakistan and Iran. The United States may already be funding the Mujahideen, the Islamists who are leading the current rebellion against the government. These Islamists, like the Communists, are a relatively new political party in Afghanistan.

Some village leaders who had expelled the Mujahideen just months ago have now welcomed them—and their weapons and gifts. More alarmingly, increasing numbers of villagers are listening to the Islamists' political views, which call for a state run according to narrowly defined Islamic principles such as strict adherence to dress codes, especially for women.

Goal

At this conference, you hope to create more visibility for your new government and learn from other nations that, like yours, have struggled or are struggling to establish a new government. You are aligned with the Soviets, but will need to reflect on the cost of this alignment.

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Handout 12b:
Country Dossiers *Republic of the Congo*

Role

You are a representative of the newly independent Republic of the Congo. It is 1960.

Background

Your country was formerly a colony of the Belgian government and was known as the Belgian Congo. The Congolese people suffered under Belgian rule. The Belgians instituted forced labor and mass killings. It is estimated that at least 10 million Congolese lost their lives during the colonial period. The Belgian authorities ruled over your country without providing basic social services such as schools or hospitals.

A short time ago, under mounting pressure from the Congolese people, Belgium recognized the Congo's independence. Patrice Lumumba, your country's first Prime Minister, now faces significant challenges in creating a new nation:

- Republic of the Congo has never had its own government.
- Few Congolese citizens have had access to an education.
- Citizens speak multiple languages and come from many different cultures.

Current Situation

Recently, the province of Katanga, under the leadership of a rebel force, has broken away from the new Congolese government. Katanga is rich in resources; many Belgian industrial companies mine uranium, copper, and gold there. Losing the province will probably jeopardize the future of your new state.

In addition, a military force of 6,000 Belgian troops has landed in Katanga. The Belgian government has declared that its troops have entered the country to protect Belgian citizens. Contrary to this statement, your sources report that they have witnessed the Belgian troops assisting the rebel forces.

Prime Minister Lumumba has asked both the United Nations and other countries such as Ghana to help drive out the Belgian military forces. The U.N. has denied this request, and the United States has also refused aid to your country.

In desperation, Lumumba has turned to the U.S.S.R. This action makes Lumumba a suspected Communist in the eyes of the U.S. Rumors are already circulating that the U.S. has C.I.A. agents working in your country.

Though your government is extremely fragile, you are hopeful that Lumumba will be able to lead your country to become an independent and prosperous nation. Republic of the Congo has some of the most resource-rich land in the world. These resources can provide your citizens with education, health care, and jobs.

Goal

You hope that by participating in this conference you can get support and recognition of your nation's dilemma. You also hope to begin talks with new trade partners and allies that share your country's desire to build an independent state.

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Handout 12c:
Country Dossiers *Chile*

Role

You are a representative of the recently elected Socialist president of Chile, Salvador Allende. It is 1973.

Background

Chile is one of the few longstanding democracies in Latin America. Allende ran for president on a platform that promised better conditions for the poor and working class.

President Allende intends to carry out a socialist program to free Chile's economy from dependence on foreign companies. As part of his plan, he has placed the copper mining industry and the banking system under government control, raised salaries for government workers, and expanded a land redistribution program.

Many of Allende's programs have broad support. In fact, some of the programs are a continuation of the previous president's reforms.

Current Situation

Allende's administration has tried to maintain a relationship with the United States, but these efforts have failed. When the government took control of the copper industry, which was owned primarily by U.S. businesses, the United States suspended all foreign relations with Chile.

You suspect that the United States may be running secret, or covert, operations in your country. Recent protests from opposition parties and unrest among the military are believed by many people to be a direct result of funding from the U.S. government.

Forced to seek alternative trade and finance partners, your government gained promises from the Soviet Union to invest in Chile. So far, though, trade between the two nations has not significantly increased. You have heard that Allende often meets with Soviet advisors and that your party may be receiving some funding from the U.S.S.R.

Recently, Chile's economic and political system has become more and more unstable. The price of copper, your country's biggest export, has fallen, and government spending has increased. Inflation has risen sharply, and prices for basic items, such as milk, are rising.

There are widespread strikes and demonstrations against the Allende government, led by prosperous sectors of Chilean society. More alarmingly, these strikes have received open support from the U.S. President, Richard Nixon.

Goal

You are attending this conference hoping to learn from other countries how to develop an economy that is not dependent on foreign interests. You also hope to meet like-minded officials in other governments and share economic and political strategies that can help you deliver on the president's campaign promises.

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Activity 2C: Developing a Cold War Game

Teams use primary and secondary sources to write a paper, which contains recommendations of a video game based on Cold War interventions in Afghanistan, Republic of the Congo, and Chile.

Materials Needed

- Computers with online access, or articles about U.S. and U.S.S.R. intervention in Republic of the Congo, Chile, or Afghanistan (for links to articles, see *Media & Resources*)

1. Teams complete research.
Have students refer to step 1 on Handout 7 and Handout 8 to complete the research on the Cold War intervention(s) in their country.

Review students' research notes before they begin to write their background papers.

2. Teams complete background paper.
Have teams use their notes to complete their section of the team's background paper.

3. Brainstorm video game ideas.
Explain that many game developers create games of a certain type or genre. Distribute **Handout 13: Video Game Genres**, and review the handout in class. Tell the class that knowing what type of game they may want to develop can help them develop their ideas for their video games.

Distribute **Handout 14: Your Video Game Concept** and review the handout with the class. Then provide time for teams to work together to brainstorm ideas.

Teacher's Notes: Video Game Themes

If students are having difficulty coming up with their game ideas, you may want to provide some of these examples to jumpstart their brainstorming process:

A game told from the viewpoint of the government of their country. The goal of the game would be to create allies and find other resources to defend themselves against an intervention.

A game played between the U.S. and the U.S.S.R. The goal of the game would be to win control of their country.

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A game about a citizen who supports/does not support the existing government.

A game told from the viewpoint of a rebel leader. The goal of the game would be to amass resources, support, and military power to overthrow the government.

When they have decided on their video game concept, have team members complete Handout 14.

> **Note:** A sample video game concept paper is included as a possible answer in Handout 14.

4. Present video game ideas.
Instruct students to use the questions on Handout 6, step 4, to help them organize their class presentations.

After teams complete their presentations, conduct a class discussion using the following questions:

- What did you learn while doing this project?
- How did the Cold War differ from other, previous wars?
- Why would learning about the Cold War be relevant to understanding current foreign relations?

5. Complete written reflections.
Ask students to write down their responses to the questions posed in the previous step in their history notebooks.

Have students complete the Student Comments section of their Assessment Checklist.

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Handout 13:
Video Game Genres

There are many types, or genres, of video games. In *competitive games,* a player competes against other players or against the game in order to win. In *cooperative games*, all players work together. And in some games—rather than trying to win, players set their own goals or explore the game world.

Here is a list of genres that you can use for your video game concept.

First-Person Shooter Games

Two key characteristics define these games. The first is that the camera is directly embedded at the eye level of the player's avatar (electronic image), giving the player a "first person" perspective. The second is that the player's primary interaction with the world is through the collection and application of weaponry (hence the word "shooter").

Examples: *Borderlands*, *Jet Force Gemini*, *Wolfenstein 3D*

Role-Playing Games

A role-playing game is one in which the player takes on a role and explores the world through that perspective. The genre includes games that evaluate the player's capabilities (e.g., strength, hit points, and weapon damage). Players encounter adventures to increase their capabilities and tackle stronger opponents.

Examples: *Dragon Age*, *Ultima IV*

Strategy Games

Strategy games usually involve the control of a group of military units, where battlefield commands and maneuvers define the strategy. These games also often involve managing and producing resources such as soldiers, raw materials, money, and land; players fight over and control these resources, which can then be turned into more units or upgrades to existing units.

Examples: *Dawn of War II, Sins of a Solar Empire, Civilization IV*, *M.U.L.E.*

Racing Games

Players control a vehicle and compete in a race. These games all involve the player using his or her reflexes and their vehicle to get ahead of the pack.

Examples: *Wipeout HD*, *Gran Turismo*

Adventure Games

Adventure games are generally narrative-driven, placing the player in a story. While exploring the game's world, the player acquires inventory objects, which can be combined and used with objects in the game's environment in order to solve puzzles. Solving these puzzles allows the player to continue exploring and move the narrative forward.

Examples: *The Neverhood*, *Tales of Monkey Island*

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Handout 14:
Video Game Concept Document

Title of Game:

Lumumba, the Game!

Developers:

Natalie, Joseph, Devin, Keisha

Objective:

To gather enough friends, allies, and resources to survive the first year in office as the Prime Minister of Republic of the Congo

Genre:

The game is primarily a real-world simulation, but it has some aspects of strategy games as players negotiate with heads of other countries, internal factions, and the United Nations for military and financial support.

Game Idea:

The player takes the role of Prime Minister Lumumba. In this role, the player encounters challenges to the new government's authority. The player is confronted with challenges such as disgruntled citizens, business leaders, rebel armies, and interventions by foreign governments. To counter these challenges and to survive, the player must make alliances and gather resources and support from citizens and from the international community.

Setting:

The game takes place primarily in three locations:

- *Leopoldville (now known as Kinshasa), the capital of Republic of the Congo (now known as the Democratic Republic of the Congo)*
- *Stanleyville, the center of Lumumba's popular base*
- *Katanga, a province within Republic of the Congo*
- *In Leopoldville and Stanleyville, the action takes place in government buildings, in the Prime Minister's residence, and in the streets.*

Characters/role/possible actions:

Patrice Lumumba, the first prime minister of the Congo.

Joseph Kasa-Vubu, the first president of Republic of the Congo. In the beginning of the game Kasa-Vubu supports and aids Lumumba. In the later stage of the game, Kasa-Vubu double-crosses Lumumba, firing him as prime minister and placing him under house arrest.

Moise Tshombe, regional premier of the province of Katanga. Tshombe leads the rebellion against Lumumba's leadership. In the later stages of the game Tshombe orders soldiers to capture Lumumba.

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Joseph Mobutu, Chief of Staff of the Congolese Army. In the beginning of the game Mobutu supports and aids Lumumba's attempts to lead. In later stages of the game Mobutu stirs up civilian unrest through his brutal tactics of suppressing rebellion in the Congo. In the last stages of the game Mobutu stages a military coup.

Soviet representative: This advisor aids Lumumba by promising aid and trade agreements.

C.I.A. operative: This operative blocks Lumumba's attempts at building his government through assassination attempts and aid to Joseph Mobutu.

Belgian representative: This operative provides support to Tshombe's rebel army (ADD).

Disgruntled army members: Army members cause disruptions by rebelling against the government, and in later stages, play an active roll in aiding Joseph Mobutu's military coup.

Citizen supporter of Lumumba: This citizen aids Lumumba by attending rallies, providing a decoy and information to help Lumumba avoid assassination attempts.

Citizen nonsupporter of Lumumba: This citizen undermines Lumumba's authority by participating in rebellions against the new government and in later stages of the game, by informing authorities about Lumumba's whereabouts.

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Appendix A: Teacher notes, political cartoons, and charts to display

A comparative look at the U.S. and the Soviet Union after WWII

	U.S.	U.S.S.R.
Human losses	400,000 dead 0.32% of the U.S. population of 1939, or more than 1 out of 312 people	25,000,000 dead 13.71% of the population, or more than 1 out of 7 people 25,000 inhabitants became homeless as a result of the war.
Physical damage	Virtually no physical damage except for damage done in the attack on Pearl Harbor	6 million buildings were destroyed as a result of aerial bombing and other military campaigns within the U.S.S.R. during WWII.
Economy	Gross Domestic Product (GDP) doubled during the war. The economy experienced full employment after a 10-year depression.	Most of the industrial plants and productive farmland that formed the basis of the U.S.S.R.'s economy were destroyed during the war.

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The Iron Curtain and the Soviet Response

1945 Yalta Conference:

- The U.S. and its ally the United Kingdom agreed to recognize the Soviet-backed Lublin government in Poland, provided that the Soviet Union agreed to allow the Polish government to hold free elections.
- Roosevelt (U.S.), Churchill (U.K.), and Stalin (U.S.S.R.) agreed to support democratic processes in the countries liberated from German control, including Bulgaria, Romania, and Hungary, and to help create their new governments.
- Germany would be forced to pay 10 billion dollars to the U.S.S.R. as reparation for war damages.
- Stalin made a commitment to enter the war against Japan after the end of the European war.
- The U.S.S.R. agreed to join the United Nations, an international organization founded in that same year, 1945, to promote international peace, security, and economic development.

1945 Potsdam Conference:

Background:

- After the Yalta Conference, the Soviet Union brutally repressed noncommunist Poles and took control of the nations "liberated" by the Soviet army, Bulgaria, Romania, and Hungary.
- These actions alarmed British and U.S. politicians and seemed like a violation of the agreements made at the Yalta Conference.

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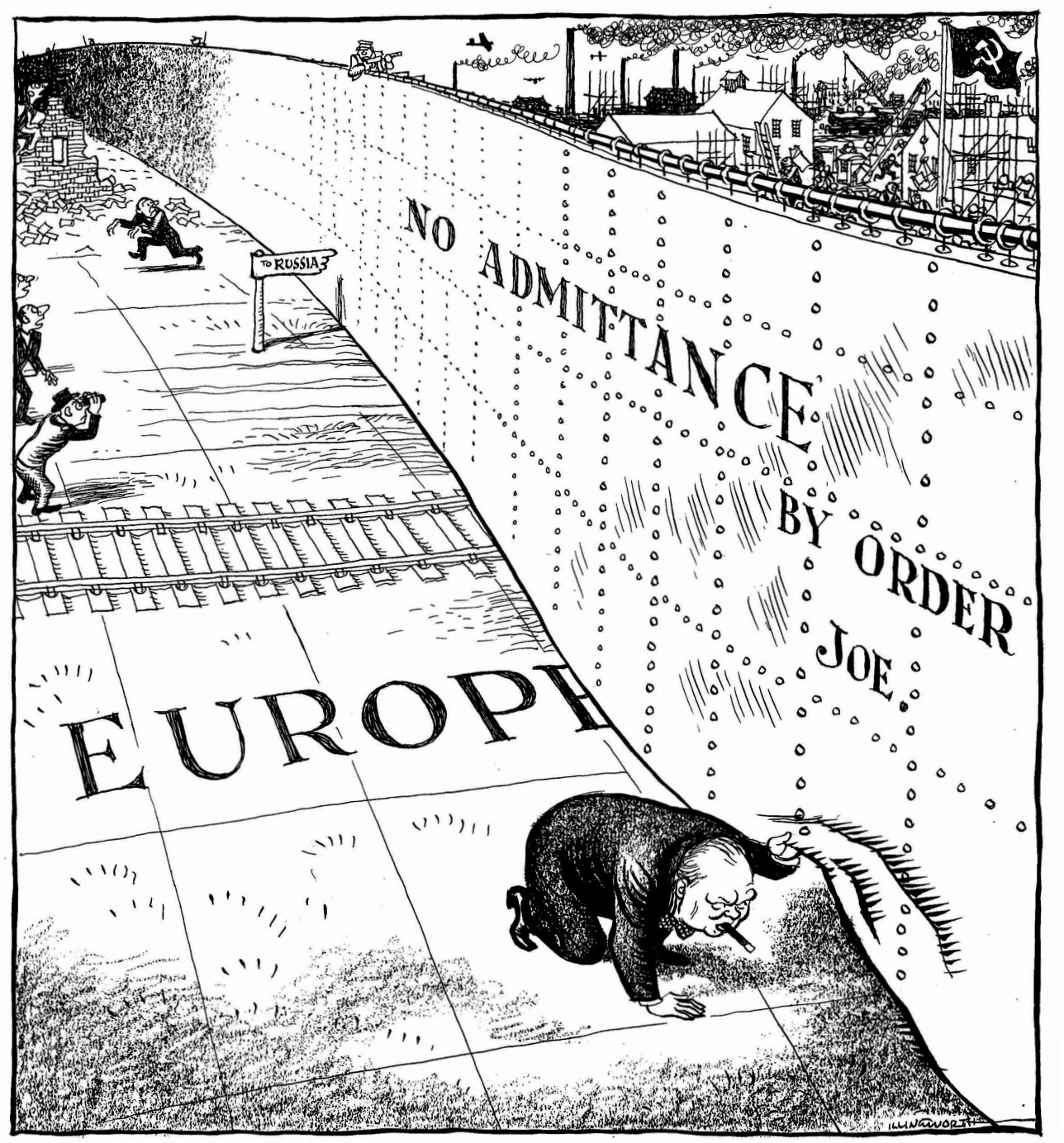
"Peep Under the Iron Curtain," cartoon by Leslie Gilbert Illingworth.



First published in the *Daily Mail* on March 6, 1946.

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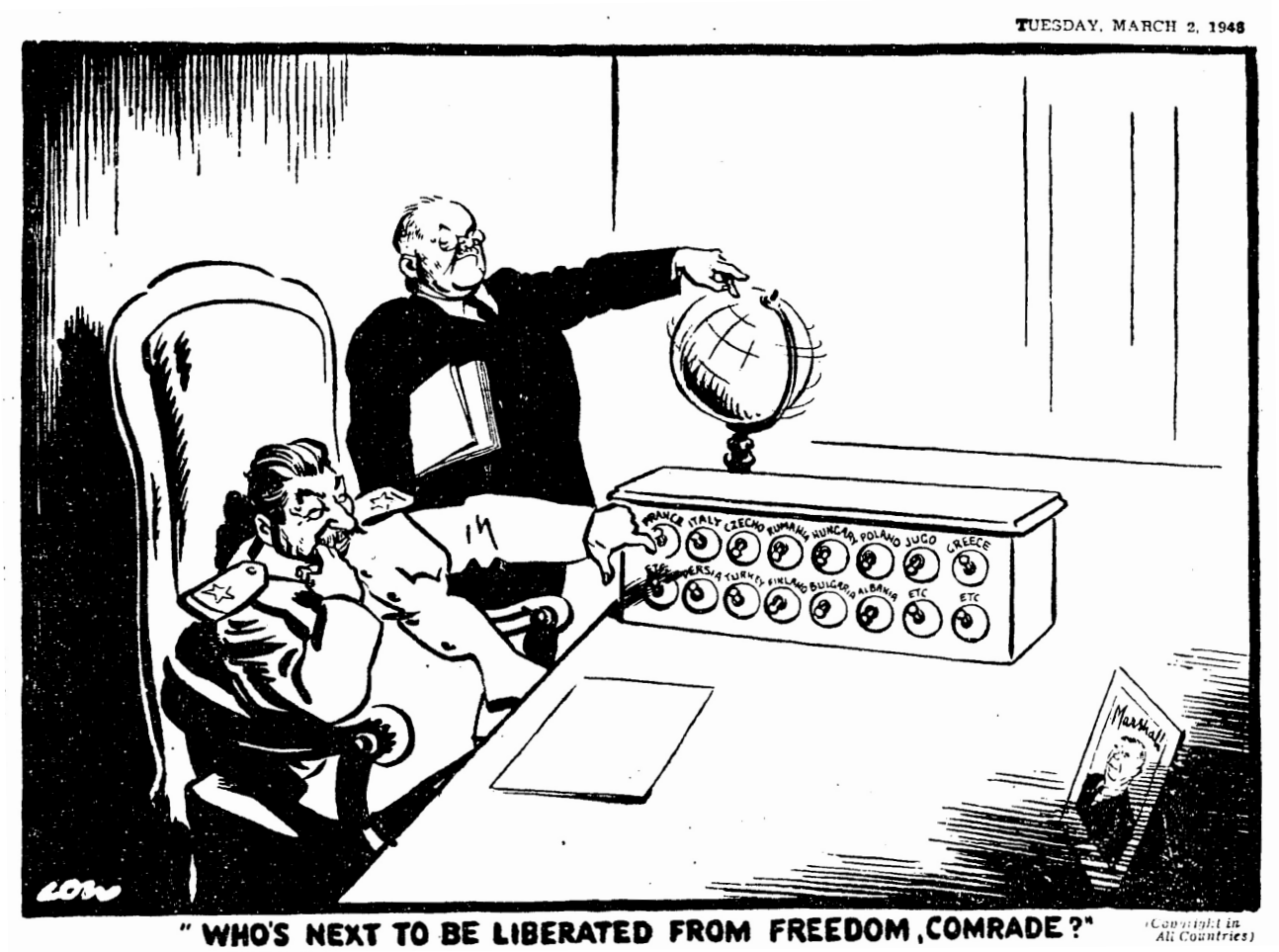
"Who's Next to Be Liberated from Freedom, Comrade?," cartoon by David Low.



First published in the *Evening Standard*, March 2, 1948.

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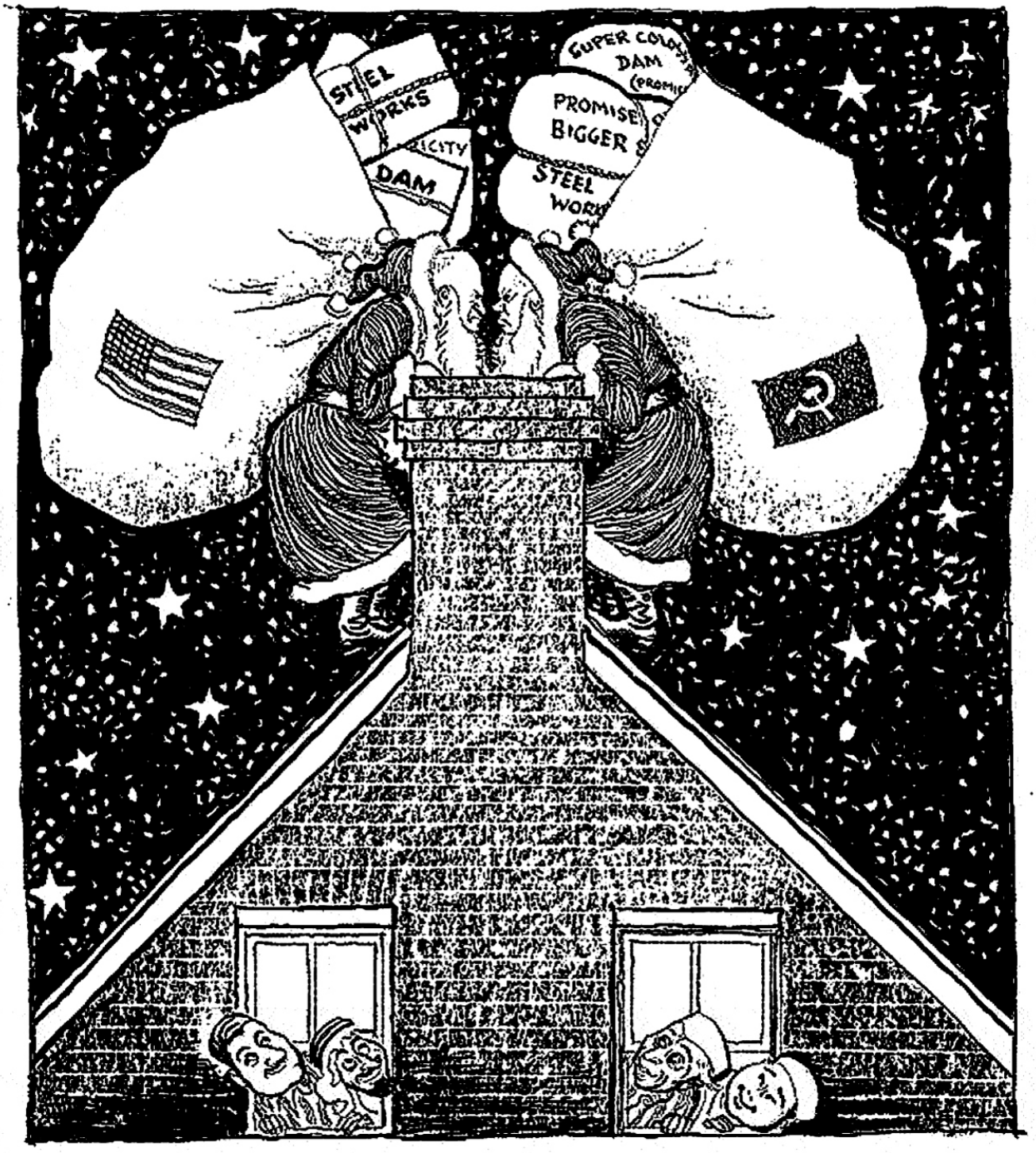
Cartoon by Leslie Gilbert Illingworth.



First published in the *Daily Mail* on December 19, 1955.

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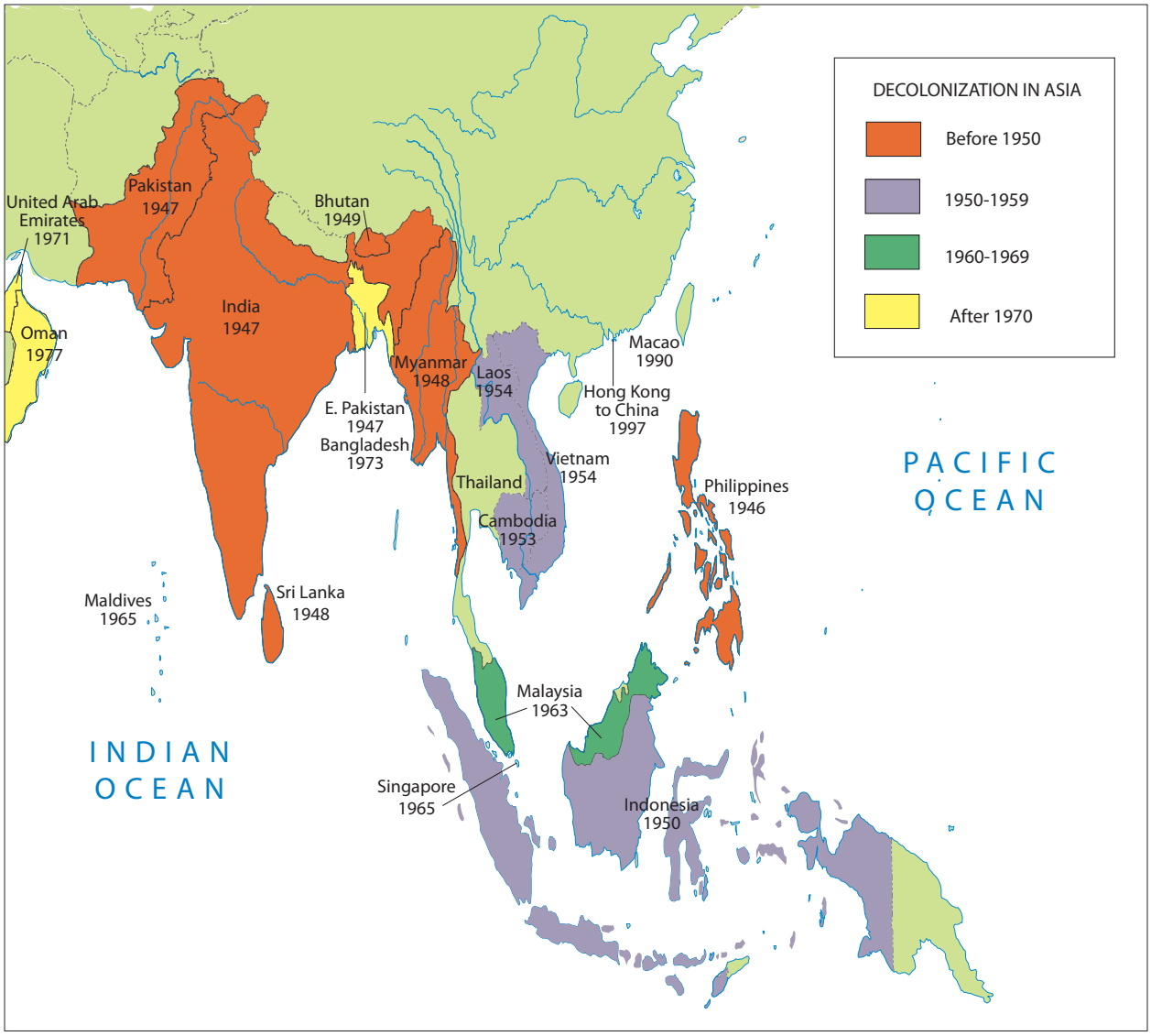
Appendix B:
Decolonization in Asia and Africa

Map 1: Decolonization in Asia



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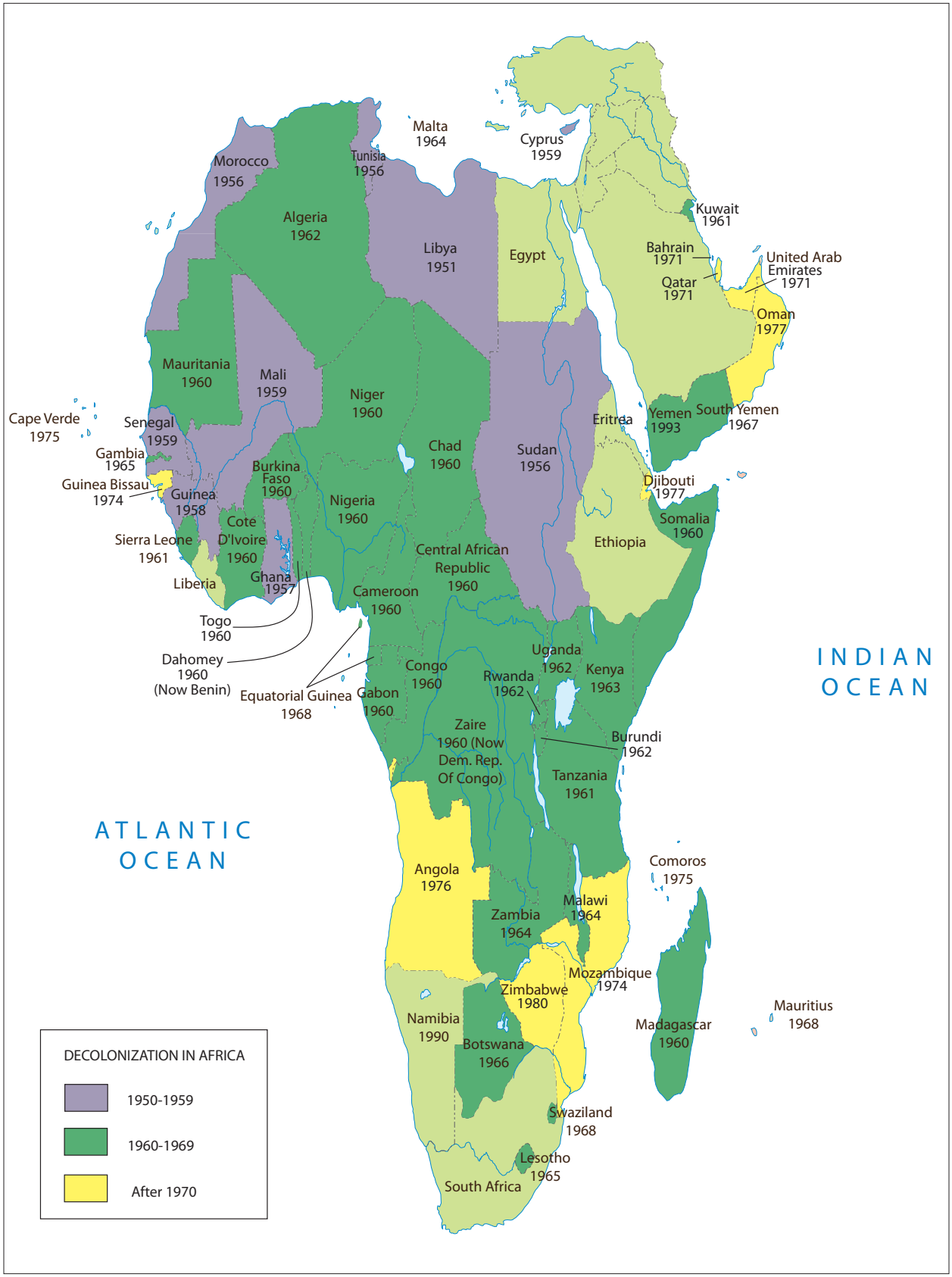
Map 2: Decolonization in Africa



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Materials Needed

Throughout Unit

- Digital projector or slide projector (for projecting examples of artwork)
- Chart paper and markers

Part 1: Introduction to the Cold War

Art Supplies and Other Equipment

- Small dot stickers in two colors

Handouts

- **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**
- Copies of a political world map
- **Handout 4: The Arms Race**
- **Handout 5: The Cold War Begins**
- **Handout 6: War Games Unit Project Description**
- **Handout 7: Unit Project Research**
- **Assessment: Cold War Games Project**

Examples of Media Resources

- Political world map that can be displayed for class use throughout the unit
- **Map 1: Decolonization of Asia**, **Maps 2 & 3: Decolonization of Africa**, to display or project (see Appendix B)
- Map of Europe
- Locate a short clip of an explosion of a nuclear bomb
- Video game or nondigital game that features conquest

Advance Preparation

- Decide whether or not you will use film to introduce the Cold War case studies and the arms race. If so, select the film clips that you would like to show in class (see *Media & Resources* for suggestions).

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Part 2: Two Opposing Views

Handouts

- **Handout 8: Cold War Foreign Policy**
- **Handout 9: Election Strategies**
- **Handout 10: The Bandung Conference**
- **Handout 11: Speech at the Opening of the Bandung Conference**
- **Handout 12a, 12b, 12c: Country Dossiers**

Art Supplies and Other Equipment

- Computers with online access, or articles about U.S. and U.S.S.R. intervention in Republic of the Congo, Chile, or Afghanistan

Advance Preparation

- For Activity 2C, if you do not have access to a computer lab, prepare research packets for students about their assigned country. (See *Media & Resources* for links to articles.)

> **Note:** Many students will find some of the included documents difficult to read. You might choose to annotate or edit the documents to ensure they are at the appropriate level for some students; you might also decide to support any reading issues through class discussion, paired reading, or other activities. If possible, you should collaborate with the English language arts teacher to design appropriate support.

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Media & Resources

These recommended Web sites have been checked for availability and for advertising and other inappropriate content. However, because Web site policies and content change frequently, we suggest that you preview the sites shortly before using them.

Media & Resources are also available at http://dma.edc.org and at http://dmamediaandresources.pbworks.com, a Wiki that allows users to add and edit content.

Part 1: Introduction to The Cold War

Activity 1A.1: Unit Overview

Films about events in Afghanistan, Republic of the Congo, and Chile

Charlie Wilson's War (2007) is a film about the real-life U.S. Congressman Charles Wilson and his efforts to increase C.I.A. support for anti-Soviet Afghan insurgents. The film includes re-enactments of armed conflict in Afghanistan and footage from the time period. The film has been criticized for a biased portrayal of the Soviet army.

The Kite Runner (2007) is a film about the escape of a family to Pakistan during the start of the Soviet invasion of Afghanistan.

Lumumba: La Mort du prophète (Lumumba: Death of the Prophet) (1992) is a documentary about Lumumba's rise to power and his brutal assassination. The film includes home movies, photographs, old newsreels, and contemporary interviews with Belgian journalists and Lumumba's own daughter to try to piece together the tragic events and betrayals of 1960. In French with English subtitles.

http://newsreel.org/nav/title.asp?tc=CN0057

Salvador Allende (2004) is the Chilean filmmaker Patricio Guzmán's look back at Allende's rise and violent fall. The film includes primary-source footage from the period. In Spanish with no subtitles. It is available to watch online for free.

http://topdocumentaryfilms.com/salvador-allende/

Activity 1B.2: The Arms Race

Film clips of nuclear bomb explosions

You can search YouTube and other video hosting Web sites with keywords such as "atomic bomb explosion" to find clips.

Hiroshima & Nagasaki Remembered

This site shows footage of the bombing of Nagasaki and of the aftermath of the bombing in Hiroshima.

www.hiroshima-remembered.com/movies/

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Video games about the arms race

Defcon is a strategy game that has one goal: destroy as much of the enemy's population as possible while having as little of one's own population destroyed as possible.

www.ambrosiasw.com/games/defcon/

Online version of the game Risk

http://board-games.pogo.com/games/risk

Activity 1B.3: The Iron Curtain and the Soviet Response

The Churchill Centre: Sinews of Peace

This site contains video of Winston Churchill's Iron Curtain Speech.
www.winstonchurchill.org/learn/biography/in-opposition/qiron-curtainq-fulton-missouri-1946/120-the-sinews-of-peace

Part 2: Two Opposing Views

Activity 2C: Developing a Cold War Game

Articles about Chile

The following articles discuss the U.S. and Soviet interventions in Chile, actions that led to the military overthrow of President Salvador Allende in 1973.

"U.S. Department of State Church Report: Covert Action in Chile 1963–1973"

This is a full report prepared by the U.S. State Department that documents U.S. covert actions in Chile from 1964 to 1974. It also includes action taken by multinational U.S.-based companies such as ITT. Particularly useful sections include: *Covert Action in Chile: Techniques*, and *C. Covert Action and Multinational Corporations*.
http://foia.state.gov/Reports/ChurchReport.asp

Derechos Chile: Landmark Events

This site provides a brief history of the military coup in Chile in 1973 against the government of Salvador Allende.
www.chipsites.com/derechos/history_eng.html

Times Online: "How 'weak' Allende was left out in the cold by the KGB"

This article is an excerpt from a book written by ex-KGB officer Vasili Mitrokhin and historian Christopher Andrew.
www.timesonline.co.uk/tol/news/world/article568154.ece

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Articles about Republic of the Congo

The following articles discuss the U.S. and Soviet intervention in the Congo.

BBC World Service: The Story of Africa

This site provides a brief overview of Congo's independence. It contains the audio of an Independence Day speech given by Patrice Lumumba, the first democratically elected leader of the Congo.
www.bbc.co.uk/worldservice/specials/1624_story_of_africa/page8.shtml

Africa Within: New Data on Murder of Lumumba

This site includes an article in the *Washington Post* about declassified documents on the U.S. involvement in the death of Patrice Lumumba. It also includes the findings of a Belgian Parliamentary Committee of 1999 on the involvement of the Belgian government in the assassination of Patrice Lumumba.
www.africawithin.com/lumumba/murder_of_lumumba.htm

Articles about Afghanistan

The following articles discuss the U.S. and Soviet intervention in Afghanistan.

SHAFR.org: "Blowbackin' in the Wind"

This six-page article discusses how internal factions within the Afghan Communist Party contributed to the decision for the Soviet Union to intervene. Editing of this article is recommended. Editing recommendations: Edit out paragraphs 1, 2, 3, 5, and 23 to the end of the article.
www.shafr.org/2009/01/blowbackin-in-the- wind/

Centre for Research on Globalization: "The C.I.A.'s Intervention in Afghanistan"

According to this brief 1998 interview with Zbigniew Brzezinski, the national security adviser to President Carter, the C.I.A.'s intervention in Afghanistan preceded the 1979 Soviet invasion.
www.globalresearch.ca/articles/BRZ110A.html

"Afghanistan War." The Columbia Encyclopedia, Sixth Edition. 2008.

This encyclopedia entry provides a one-page overview of the Afghanistan War (1978–92).
www.encyclopedia.com/topic/Afghanistan_War.aspx

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Standards

This unit was developed to meet the following standards.

California Academic Content Standards History-Social Science Grade Ten: World History, Culture, and Geography: The Modern World

10.9 Students analyze the international developments in the post–World War II world.

> **2.** Analyze the causes of the Cold War, with the "free world" on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Republic of the Congo, Vietnam, and Chile.
> **3.** Understand the importance of the Truman Doctrine and the Marshall Plan, which established America's postwar policy of supplying economic and military aid to prevent the spread of Communism, and the resulting economic and political competition in arenas such as Southeast Asia, Cuba, and Africa.

CTE AME Industry Sector Foundation Standards

Specific applications of Historical Interpretation standards (grades nine through twelve):

(1) Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

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