

Handout 1: Unit Overview

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

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

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

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

Unit Project

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

What You Will Do in This Unit

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

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

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

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

Vocabulary Used in this Unit

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Handout 2:

Republic of the Congo, Chile, and Afghanistan

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

Republic of the Congo¹

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

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

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

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

Chile

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

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

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

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

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

Afghanistan

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

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

Understanding the Case

- Locate your assigned country on a world map.
- Reread the case study to uncover facts about the events that occurred in your country.
Underline:
 - Phrases that describe three or four major events that occurred
 - Names of any other countries involved
 - The long-term impact of the events

Questions for Discussion

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

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

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> U.S. provides aid to the Greek government, which is engaged in a three-year civil war against Greek Communist forces.
1948	Italy	<ul style="list-style-type: none"> The U.S.'s Central Intelligence Agency (C.I.A.) intervenes to prevent the election of members of the Italian Communist party.

1948–1954	Philippines	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The U.S. begins to provide financial support for colonial French military operations, eventually leading to direct U.S. military involvement.
1954	Guatemala	<ul style="list-style-type: none"> The C.I.A. overthrows the democratically elected government of President Jacobo Arbenz Guzman, a socialist.

Part II: 1954–1964

Year	Country	U.S./U.S.S.R. Intervention
1954	Syria	<ul style="list-style-type: none"> The U.S.S.R. begins to provide financial aid. The Syrians remain Soviet allies until the end of the Cold War.
1956	Hungary	<ul style="list-style-type: none"> Hungarians revolt against the U.S.S.R.-controlled government and are defeated by the Soviet military.
1958	Iraq	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> A total of 14,000 U.S. marines and army units land in Lebanon.
1960	Republic of the Congo	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> U.S. military advisors and Special Forces are gradually introduced to South Vietnam.
1961	Cuba	<ul style="list-style-type: none"> The C.I.A. backs the Bay of Pigs invasion, an attempt to overthrow the Communist government.
1962	Cuba	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The C.I.A. backs a military coup.
1964	Brazil	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> U.S. military forces, eventually numbering more than 500,000 troops, are committed to Vietnam. Full-scale war lasts ten years.

Part III: 1965–1973

Year	Country	U.S./U.S.S.R. Intervention
1965	Indonesia	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> C.I.A.-backed military coup overthrows President Joseph Kasavubu and brings Joseph Mobutu to power.
1965	Dominican Republic	<ul style="list-style-type: none"> 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 Balaguer is elected as the new president.
1965–1973	Laos	<ul style="list-style-type: none"> U.S. bombing campaign begins, lasting eight years.
1966	Ghana	<ul style="list-style-type: none"> A C.I.A.-backed military coup forces President Kwame Nkrumah out of power.
1966–1967	Guatemala	<ul style="list-style-type: none"> The U.S. leads an extensive counterinsurgency operation against Guatemalan rebel forces.
1968	Czechoslovakia	<ul style="list-style-type: none"> U.S.S.R. allies invade the country to halt a popular movement in favor of creating a more democratic government.
1969–1975	Cambodia	<ul style="list-style-type: none"> The C.I.A. supports a military coup against Prince Sihanouk, bringing Lon Nol to power.
1969	Libya	<ul style="list-style-type: none"> Muammar al-Qaddafi 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	<ul style="list-style-type: none"> U.S. and South Vietnamese forces invade the country.

Part IV: 1970–1990

Year	Country	U.S./U.S.S.R. Intervention
1970–1990	South Yemen	<ul style="list-style-type: none"> The U.S.S.R. provides financial aid for the new Communist government.
1973	Chile	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The C.I.A. directs the Contras, a group of Nicaraguans, to overthrow the leftist Sandinista government.
1982–1984	Lebanon	<ul style="list-style-type: none"> U.S. Marines enter the country and U.S. naval forces fire on local soldiers.
1983	Grenada	<ul style="list-style-type: none"> U.S. military forces invade Grenada.
1983–1989	Honduras	<ul style="list-style-type: none"> A large program of U.S. military assistance is based in Honduras. Its aim is to influence the civil war in Nicaragua.
1986	Libya	<ul style="list-style-type: none"> U.S. aircraft bomb the cities of Tripoli and Benghazi, making direct strikes at the official residence of President Muammar al-Qaddafi.

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

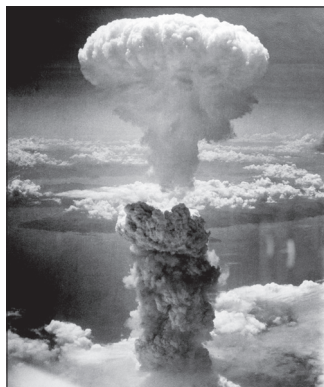


Image of the atomic bomb explosion at Nagasaki, August 9, 1945. Photograph from the National Archives.

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.

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.

- 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?

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

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?

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,

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?

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?

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.

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			
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%	Student Comments	Teacher Comments
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%		

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			

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	

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.

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

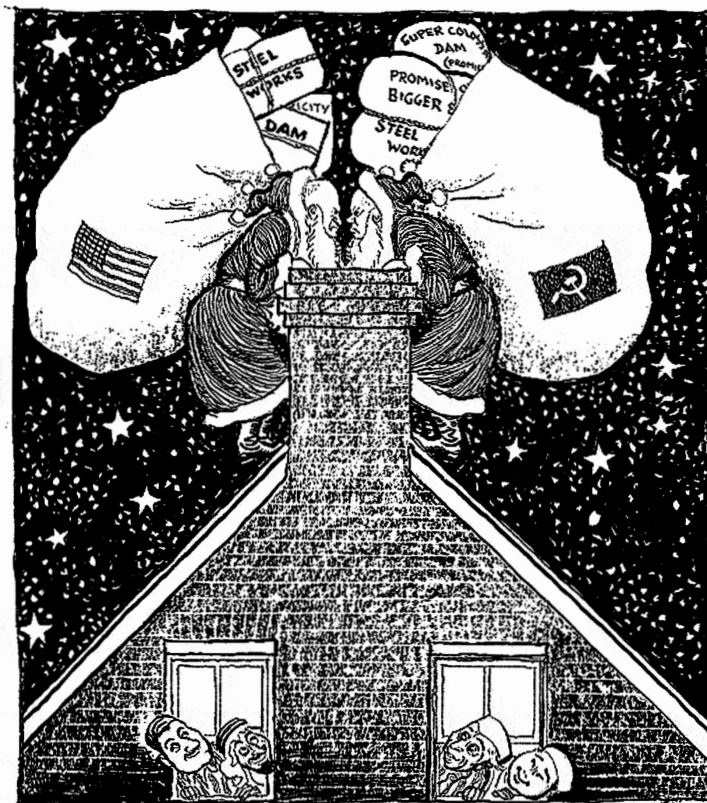
Suppression: The act of preventing or inhibiting actions, expressions, or ideas

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

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

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

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:

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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.

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

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?

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

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.

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.

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.

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*

Handout 14:

Video Game Concept Document

Title of Game:

Developers:

Objective:

Genre:

Game Idea:

Setting:

Characters/role/possible actions: