Cold War
1945-1975 Chapter 13.1

TN STATE STANDARDS
US.71 Explain major outcomes of the Yalta and Potsdam Conferences. (G, H, P)
US.73 Describe the competition between the two “superpowers” of the United States and the Soviet Union in the areas of arms development, economic dominance, and ideology, including the role and location of NATO, SEATO, and the Warsaw Pact. (C, E, H, P)

BIG IDEAS
The Cold War was a long lasting competition for economic and political dominance around the world between US and the USSR beginning with the end of WWII.
Relevance: With the close of WWII, the US and USSR began to compete for world dominance, while trying to avoid a deadly world war. The US had already developed, tested, and dropped atomic bombs, and Soviet Union reached the same goal only a few years later. The understanding of mutually assured destruction is what drove the Cold War into a war of political, economic, military, and technological competition rather than a war on a battlefield.
TNSS. US. 71, US. 73

GUIDING QUESTIONS
What events and ideological difference led to the conflict between the United States and Soviet Union after WWII?

SUGGESTED ACTIVITIES
The Cold War – In this lesson, students explore a variety of documents highlighting various issues and perspectives that led to the Cold War and address the questions: Who was primarily responsible for the Cold War, the United States or the Soviet Union?
NATO Treaty and Map Activity – In this lesson, students will read excerpts of the NATO treaty, and then create and analyze a map outlining the NATO and Warsaw Pact nations.

RESOURCES
1. The Cold War - (You must sign up and register on the website in order to have access to the activities. Sign in and then click the link to get you directly to the desired activity.)
   http://sheg.stanford.edu/the-cold-war
2. NATO Treaty and Map Activity
   https://www.dropbox.com/s/wkhh8sv5dp1gk6a/nato%2Btreaty.pdf?dl=0
3. The Cold War Museum- (informational resource) Displays exhibits online for visual and audio learners.
   http://www.coldwar.org/
4. The Truman Doctrine and Marshall- (informational resource) Explains the difference between both documents and its impact on the Cold War.
   https://history.state.gov/departmenthistory/short-history/truman
5. Edward R. Murrow VS. McCarthyism – (informational resource) This website provides information of challenges against McCarthyism.
   http://www.coldwar.org/articles/50s/Murrowvs.McCarthyism.asp
Cold War
1945-1975 Chapter 13.2

TN STATE STANDARDS
US.74 Explain examples of containment policies, including the Marshall Plan, the Berlin Airlift, and the Truman Doctrine. (E, G, H, P)
US.77 Describe the causes, course, and consequences of the Korean War, including the 38th parallel, Inchon, the entry of the Communist Chinese, the power struggle between MacArthur and President Truman, and the final disposition of the Koreas. (G, H, P)

BIG IDEAS
The evolution of leaders who controlled the US and USSR during the period of the Cold War set the political climate between the two world powers eventually leading to the collapse of Communism.
Relevance: The Cold War began in 1946 and ended in 1991 with the fall of Communism in the Soviet Union. Throughout the Cold War era the US and Soviet Union had many different political leaders each of whom had differing ideas and policies in how they would handle the Cold War. It is the evolution of these leaders that brings the Cold War to an end in 1991. With the close of WWII Truman instituted containment policies such as the Truman Doctrine and Marshall Plan, where as Eisenhower took a much more aggressive approach with Brinkmanship. JFK came into the presidency with more of a willingness to negotiate under his idea of Flexible Response. Nixon takes Kennedy’s willingness to negotiate a step further by opening dialogs with both the Soviet Union and China under his policy of Détente, which is the belief that to maintain power a country must align themselves with other powerful nations. Later comes Reagan and the infamous line, “Mr. Gorbachev, tear down this wall!” which was unbeknownst to Reagan at the time was exactly what would happen only two years later.
TNSS: US. 74, US. 75

Support was garnered for the Vietnam war due to President Eisenhower’s ‘Domino Theory’ gaining justification after the failure to prevent the spread of Communism to China and North Korea
Relevance: The Korean War was the first conflict to be fought with the goal of containing communism. This conflict ended in a stalemate and frustrated many Americans as communism began to spread throughout Asia. During the conflict the North Koreans were supported by Communist China, whose support led to the stalemate rather than a resolution to the conflict uniting North and South Korea. Shortly after the close of the Korean War, Eisenhower expressed his Domino Theory, which eventually was used as justification for the support of South Vietnam against the Communist in the North.
TNSS: US. 76, US. 77, US. 80

GUIDING QUESTIONS
What American policies were created in order to successfully achieve containment of Communism?
What were the effects of the Cold War on the American people and the domestic decisions of the American government?
What was the cause and effect of the Korean War on Korea, American policy in Asia, and American society?
How did the conflict between Truman and MacArthur over the Korean War affect American Society?

SUGGESTED ACTIVITIES
Presidential Response: In this lesson, students will complete the following graphic organizer explaining the different policies put forth by different American presidents and the outcomes of these policies.
The Korean War – In this lesson, students will read excerpts from a South Korean textbook and a North Korean textbook to try to determine which country started the Korean war.
Truman and MacArthur – In this lesson, students explore how Americans responded to Truman’s decision to fire MacArthur and consider how the historical context of early Cold War America shaped the conflict between these two icons.

RESOURCES
1. Presidential Response
2. The Korean War (You must sign up and register on the website in order to have access to the activities. Sign in and then click the link to get you directly to the desired activity.)
   http://sheg.stanford.edu/korean-war

3. Truman and MacArthur (You must sign up and register on the website in order to have access to the activities. Sign in and then click the link to get you directly to the desired activity.)
   http://sheg.stanford.edu/truman-macarthur

4. The Cold War Museum- (informational resource) Displays exhibits online for visual and audio learners.
   http://www.coldwar.org/

5. The Truman Doctrine and Marshall- (informational resource) Explains the difference between both documents and its impact on the Cold War.
   https://history.state.gov/departmenthistory/short-history/truman

6. Edward R. Murrow VS. McCarthyism – (informational resource) This website provides information of challenges against McCarthyism.
   http://www.coldwar.org/articles/50s/Murrowvs.McCarthyism.asp
## Cold War

### 1945-1975 Chapter 13.3 and 13.4

### TN STATE STANDARDS

**US.76** Analyze the causes and effects of the Red Scare that followed World War II, including Americans’ attitude toward the rise of communism in China, McCarthyism, blacklisting, Alger Hiss, J. Edgar Hoover, Estes Kefauver, and the Rosenbergs. (C, P, H, TN)

**US.78** Integrate multiple sources of information presented in diverse formats of the fears of Americans about nuclear holocaust and debates over the stockpiling and use of nuclear weapons, including atomic testing, civil defense, bomb shelters, mutually assured destruction, impact of Sputnik, and President Eisenhower’s warning about the military-industrial complex. (C, H, P)

### BIG IDEAS

Although the Cold War was an international conflict primarily between the US and USSR, it also has severe effects on the domestic policies and practices of the federal government and the growing fears of average citizens.

**Relevance:** The Cold War, also known as the second Red Scare, had massive effects on the American people and specifically the judicial system. There was a growing fear that the US government had been infiltrated by Communist spies, and so in the name of national security many American’s civil liberties were infringed upon by “witch hunters” like Joseph McCarthy and J Edgar. The conviction and execution of exposed spies such as Alger Hiss, and the Rosenbergs only added to the fear and justification for the federal governments actions. It was also a common smear during this time to refer to anyone who disagreed with the government at any level as a ‘Commie’.

**TNSS:** US. 76

### GUIDING QUESTIONS

What were the effects of the Cold War on the American people and the domestic decisions of the American government?

### SUGGESTED ACTIVITIES

**Joe McCarthy and the Red Scare** – In this lesson, students will study the effects of the actions of Joseph McCarthy and the Red Scare on American life in the 1950’s. During the warm up, students will be set up to replicate the actions of Senator McCarthy by accusing particular people of being communist, with no information other than a picture. Students will then receive an overview of the First Red Scare, as well as gain an understanding of the foreign and domestic reasons for the Second Red Scare, via an interactive Power Point presentation. The lesson culminates with students creating television commercials and campaign posters supporting or opposing the reelection of Senator Joe McCarthy.

**Basement Fallout Shelter** – Begin this lesson by displaying only the picture of the fallout shelter, and have students predict what they think the picture is depicting. Allow students to share their predictions and then give them about 45 seconds to think and then write out a response. The have students share their predictions with the class. Once someone predicts correctly or once you feel the activity has run its course, explain what is being shown in the picture. Have students complete the questions on the second page in order to relate the activity to their lives.

**Dwight D. Eisenhower: Farewell Address** - Students will be asked to “read like a detective” to gain a clear understanding of President Eisenhower’s Farewell Address. Through reading and analyzing the original text, the students will know what is explicitly stated, draw logical inferences, and demonstrate these skills by writing a succinct summary using the author’s words and then restating that summary in the student's own words. In the first lesson this will be facilitated by the teacher and done as a whole-class lesson.

### RESOURCES

1. Joe McCarthy and the Red Scare  
   https://www.dropbox.com/s/ai7qxt0fpec76qo/JoeMcCarthyRedScare.pdf?dl=0
2. Basement Fallout Shelter  
   https://www.dropbox.com/s/01ckwokgg35z1sp/Basement%20Fallout%20shelter.pdf?dl=0
3. Dwight D. Eisenhower’s Farewell Address - There are several lesson options provided on this website using Eisenhower's Farewell Address  
   https://www.gilderlehrman.org/history-by-era/postwar-politics-and-origins-cold-war/resources/dwight-d-eisenhower%E2%80%99s-farewell-address
4. The Cold War Museum- (informational resource) Displays exhibits online for visual and audio learners.  
   http://www.coldwar.org/
5. The Truman Doctrine and Marshall- (informational resource) Explains the difference between both documents and its impact on the
6. Edward R. Murrow VS. McCarthyism – (informational resource) This website provides information of challenges against McCarthyism.
   http://www.coldwar.org/articles/50s/Murrowvs.McCarthyism.asp
# Cold War
1945-1975 Chapter 15.2

## TN STATE STANDARDS

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>US.75</td>
<td>Draw evidence from informational text to analyze the progression of American foreign policy from containment to retaliation and brinkmanship to the domino theory to flexible response. (H, P)</td>
</tr>
<tr>
<td>US.78</td>
<td>Integrate multiple sources of information presented in diverse formats of the fears of Americans about nuclear holocaust and debates over the stockpiling and use of nuclear weapons, including atomic testing, civil defense, bomb shelters, mutually assured destruction, impact of Sputnik, and President Eisenhower’s warning about the military-industrial complex. (C, H, P)</td>
</tr>
<tr>
<td>US.79</td>
<td>Describe the relationship between Cuba and the United States, including the Bay of Pigs Invasion and the Cuban Missile Crisis. (G, H, P)</td>
</tr>
</tbody>
</table>

## BIG IDEAS

The evolution of leaders who controlled the US and USSR during the period of the Cold War set the political climate between the two world powers eventually leading to the collapse of Communism.

**Relevance:** The Cold War began in 1946 and ended in 1991 with the fall of Communism in the Soviet Union. Throughout the Cold War era the US and Soviet Union had many different political leaders each of whom had differing ideas and policies in how they would handle the Cold War. It is the evolution of these leaders that brings the Cold War to an end in 1991. With the close of WWII Truman instituted containment policies such as the Truman Doctrine and Marshall Plan, whereas Eisenhower took a much more aggressive approach with Brinkmanship. JFK came into the presidency with more of a willingness to negotiate under his idea of Flexible Response. Nixon takes Kennedy’s willingness to negotiate a step further by opening dialogs with both the Soviet Union and China under his policy of Détente, which is the belief that to maintain power a country must align themselves with other powerful nations. Later comes Reagan and the infamous line, “Mr. Gorbachev, tear down this wall!” which was unbeknownst to Reagan at the time was exactly what would happen only two years later.

**TNSS:** US. 74, US. 75

JFK came into the presidency with more of a willingness to negotiate under his idea of Flexible Response. Nixon takes Kennedy’s willingness to negotiate a step further by opening dialogs with both the Soviet Union and China under his policy of Détente, which is the belief that to maintain power a country must align themselves with other powerful nations. Later comes Reagan and the infamous line, “Mr. Gorbachev, tear down this wall!” which was unbeknownst to Reagan at the time was exactly what would happen only two years later.

**TNSS:** US. 79

## GUIDING QUESTIONS

What were the effects of the rise of Communism in Cuba and its relations with the Soviet Union and US?

## SUGGESTED ACTIVITIES

**Cuban Missile Crisis** – In this lesson, students examine letters between President Kennedy and Soviet Chairman Kruschev and a cable from Russian Ambassador Dobrynin to address the question: Why did the Soviets pull their missiles out of Cuba?

**Cold War Photos** – Have students study various photographs and political cartoons from the Cold War Era, have them analyze and write what they see using the document worksheet link provided below. Have students share with a partner or group.

## RESOURCES

1. **Cuban Missile Crisis** This activity and resource has a link to a movie that will not play. You will be fine covering the information in a quick lecture, and then digging into the activity. (You must sign up and register on the website in order to have access to the activities. Sign in and then click the link to get you directly to the desired activity.)
   

2. **Cold War Photos** – Also, feel free to use the link from the national archives, which will bring you to several different document
3. The Cold War Museum- (informational resource) Displays exhibits online for visual and audio learners.
   http://www.coldwar.org/

4. The Truman Doctrine and Marshall- (informational resource) Explains the difference between both documents and its impact on the Cold War.
   https://history.state.gov/departmenthistory/short-history/truman

5. Edward R. Murrow VS. McCarthyism – (informational resource) This website provides information of challenges against McCarthyism.
   http://www.coldwar.org/articles/50s/Murrowvs.McCarthyism.asp
Cold War
1945-1975 Chapter 17

TN STATE STANDARDS
US.80 Describe the causes, course, and consequences of the Vietnam War, including the following: (C, G, H, P)
- Geneva Accords
- Gulf of Tonkin Resolution
- Tet Offensive
- Roles played by Presidents Kennedy, Johnson, and Nixon
- Vietnamization
- Ho Chi Minh
- Bombing of Cambodia
- Henry Kissinger
- Napalm and Agent Orange

US. 81 Present information, findings, and supporting evidence evaluating the impact of the Vietnam War on the home front, including the Anti-Vietnam War movement, draft by lottery, and the role of television and the media. (C, H, P)

BIG IDEAS
The U.S. entered the war in Vietnam to halt the spread of communism; this decision divided the nation and created a lasting impact on foreign policy as well as domestic policy.

Relevance: The Vietnam War was the first televised military conflict and was thus nicknamed the Living Room War. The live coverage of the war led to American citizen’s distrust of the federal government due to the credibility gap created by what the political and military leaders were saying and what was being reported on in Vietnam. It is still the longest international conflict for which the US has ever been involved. All of these factors led to American frustration and the rise of anti-war protesters against the war and the draft by lottery.

TNSS: US. 80, US. 81

GUIDING QUESTIONS
What were causes and long-term consequences of the Vietnam War?
What complications arose from the Vietnam War in American society?

SUGGESTED ACTIVITIES
Gulf of Tonkin Resolution – In this lesson, students investigate whether or not the Johnson administration had been planning to go to war prior to the attacks.

Anti-Vietnam War Movement – In this lesson, students investigate images of the war, study a timeline of opposition to it, and read anti-war speeches to determine why so many Americans opposed the war in Vietnam.

Cold War Photos – Have students study various photographs and political cartoons from the Cold War Era, have them analyze and write what they see using the document worksheet link provided below. Have students share with a partner or group.

Korea vs. Vietnam – Compare a map of the Korean War with a map of the Vietnam War. In both wars the US employed the same political strategy of dividing the country into north and south with Communists in the north and the US supporting the south. Why did it work in Korea and not in Vietnam? What information can we gain just from the map?

RESOURCES
1. Gulf of Tonkin Resolution (You must sign up and register on the website in order to have access to the activities. Sign in and then click the link to get you directly to the desired activity.)
   http://sheg.stanford.edu/gulf-tonkin-resolution
2. Anti-Vietnam War Movement (You must sign up and register on the website in order to have access to the activities. Sign in and then click the link to get you directly to the desired activity.)
   http://sheg.stanford.edu/anti-vietnam-war-movement
3. Cold War Photos – Also, feel free to use the link from the national archives, which will bring you to several different document analysis worksheets.
4. NATO Treaty and Map Activity  
https://www.dropbox.com/home/Era%206%20Curriculum

5. The Cold War Museum - (informational resource) Displays exhibits online for visual and audio learners.  
http://www.coldwar.org/

6. The Truman Doctrine and Marshall - (informational resource) Explains the difference between both documents and its impact on the Cold War.  
https://history.state.gov/departmenthistory/short-history/truman

7. Edward R. Murrow VS. McCarthyism – (informational resource) This website provides information of challenges against McCarthyism.  
http://www.coldwar.org/articles/50s/Murrowvs.McCarthyism.asp

### General Resources for Everyday Use

These excellent resources may be used throughout the instruction of this course although they may not always be listed specifically in the resource section of the frameworks.

**Worksheet Works** – This resource allows teachers to generate their own graphic organizers in several different styles such as Venn diagrams, fishbone diagrams, T-Charts, Y-Charts, and several more.  
http://www.worksheetworks.com/miscellanea/graphic-organizers.html

**Document Analysis Worksheets** – This resource was created by the National Archives for educators to utilize in helping students to analyze different forms of primary sources.  
http://www.archives.gov/education/lessons/worksheets/

**Powerpoint Palooza/American History** – These resources have hundreds of powerpoints broken down by era or subject matter.  
http://americanhistory.pppst.com/index.html  
http://www.pptpalooza.net/

**Crash Course: US History** – This resource is a series of informational videos covering the span on US history narrated by YA author John Green. He is the author of The Fault in our Stars, which was just made into a movie, and so he is relevant to high school students. This excellent resource can be used many ways inside and outside the classroom.  
https://www.youtube.com/playlist?list=PL8dPuuaLjXtMwmeBjTSG593eG7ObzO7s

**Online Jeopardy** – This resource allows teachers to create subject specific games of jeopardy, which could be played in class or students can access and play at home. It is a good study tool.  
https://www.superteachertools.net/jeopardyx/brandnewgame.php

**Quizlet/Study Blue** – These resources allow you to create decks of flashcards, which can be downloaded any studied and shared on a computer, smart phone, or tablet. Both provide several different ways to study the material.  
http://quizlet.com/  
http://www.studyblue.com/

### ASSESSMENT

Allow students to choose one of the conflicts listed below. Students are asked to explain what made that situation so dangerous and how that event affected the overall Cold War.

- Korean War
- Cuban Missile Crisis
- Vietnam War