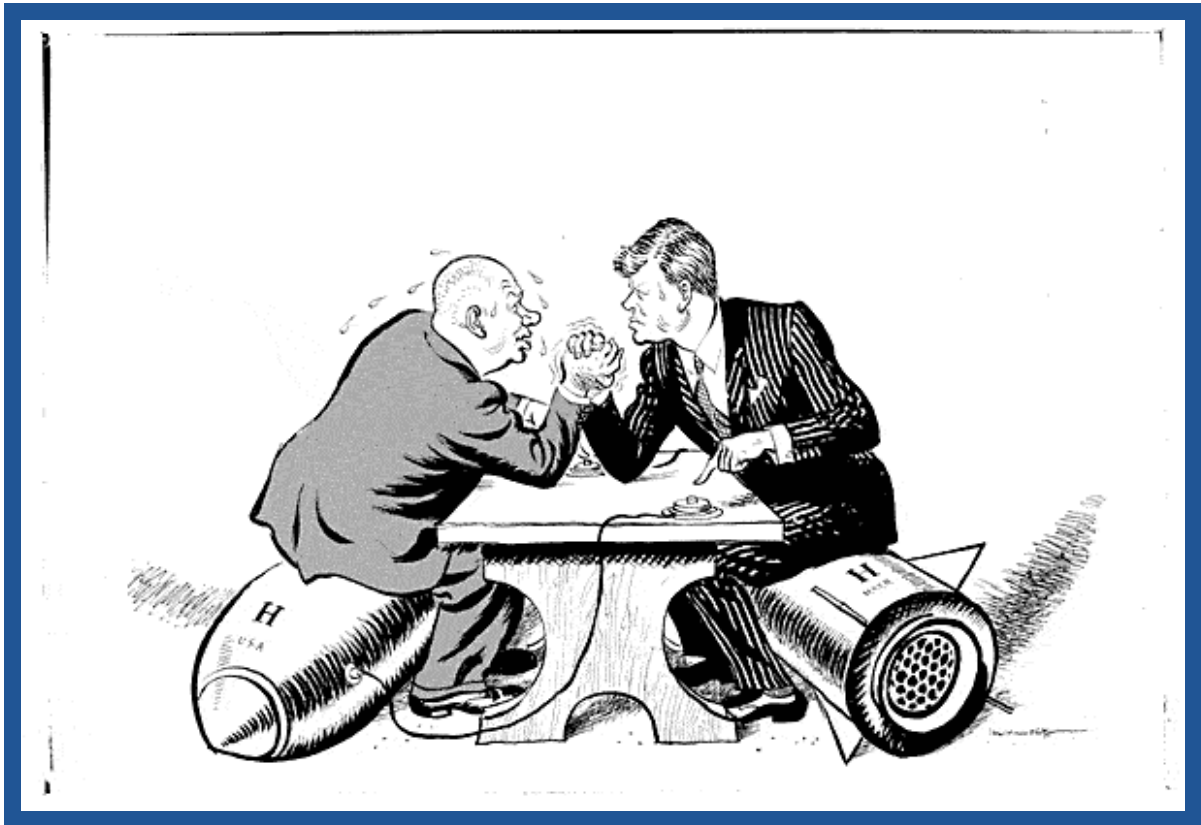


# Was the Cold War Avoidable?



Illingsworth, Leslie Gilbert. "Kennedy/Khrushchev". The Daily Mail, October 29, 1962. Accessed January 2011.

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## Supporting Questions

1. What was the relationship between the Soviet Union and the United States at the close of WWII?
2. How were the Soviet Union and United States fundamentally different? What are the differences between communism and capitalism?
3. How did the close of WWII set the scene for the Cold War?

9 Grade North Carolina Hub Was the Cold War avoidable? Inquiry by Julie Hellerstein

Was the Cold War Avoidable?	
Inquiry Standard	WH.H. 8.1 Evaluate global wars in terms of how they challenged political and economic power structures and gave rise to new balances of power
Staging the Compelling Question	1. What was the Cold War? 2. Is conflict avoidable between countries that are fundamentally different?

Supporting Question 1	Supporting Question 2	Supporting Question 3
What was the relationship between the Soviet Union and the United States at the close of WWII?	How were the Soviet Union and United States fundamentally different? What are the differences between communism and capitalism?	How did the close of WWII set the scene for the Cold War?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Illustrate or describe the relationship between the US and Soviet Union at the close of WWII. Did the US and Soviet Union really ever trust each other? Provide evidence.	Students will make a graphic organizer (your choice-venn diagram, T chart) that illustrates the differences between the two countries.	Break students into pairs. Give each pair a different event from the close of WWII (see recommended events). Next, students will research their topic and analyze the documents in the inquiry. Students will evaluate how their event contributed to the Cold War. On the front of the board, draw a "tension thermometer." At the bottom, mark 20 degrees for minor tension between the Soviet Union and United States. Mark intervals of ten all the way to 100 degrees (the most tense, closest to direct conflict) Students will answer the following questions on a separate sheet of paper or print the mini cold war worksheet! My Assigned Cold War Event- Temperature Rating- Two sentence rationale- Textual Evidence- Recommended Events Yalta Conference & Potsdam Conference Dropping the atomic bomb Soviet expansion in Eastern Europe (refusal for free elections in Poland) Truman Doctrine Marshall Plan emergence of NATO/ Warsaw Pact New weapons/massive retaliation
Featured Sources	Featured Sources	Featured Sources

Source A: History.com Cold War Topics Source B: 1945-1946 Source C: Atomic Bomb- Stopping Russia Source D: Truman's Diary Excerpt Source E: Stalin Cartoon Source F: Library of Congress- Overview

Source A: Interview with Historian Source B: American Democracy vs. Soviet Communism Source C: Soviet Telegram Source D: The Long Telegram by George Kennan Source E: J. Edgar Hoover Calls for a Domestic Quarantine of Communism, 1947 Source F: National Security Council Memorandum Number 68 (NSC-68), 1950

Source A: Iron Curtain Source B: Truman Doctrine Source C: Marshall Plan Source D: NATO/Warsaw Pact map Source E: Nikita Khrushchev 1956 Speech Source F: Arms Race Political Cartoons Source G: Dulles on the Strategy of Massive Retaliation, 1954

<p>Summative Performance Task</p>	<p><b>ARGUMENT</b> Was the Cold War avoidable? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources.</p> <p><b>EXTENSION</b> Identify a domestic or international conflict. Do you think this conflict is avoidable? Why or why not? What reform or remedy is needed to avoid further conflict?</p>
<p>Taking Informed Action</p>	<p><b>UNDERSTAND</b> UNDERSTAND Identify a disagreement at the local, state or national level in which residents find themselves on competing sides.</p> <p><b>ASSESS</b> ASSESS Evaluate competing claims from various perspectives concerning potential causes and solutions.</p> <p><b>ACTION</b> ACT Propose a resolution to the growing disagreement by honoring the needs of both sides and send the proposal to a local, state or national elected official.</p>

## Inquiry Description

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Through analyzing various primary and secondary source documents, students will construct an argument to the compelling question: Was the Cold War avoidable? In the process, students will analyze the relationship between the United States and Soviet Union, compare Soviet communism and American democracy, identify how the two nations were fundamentally different, and evaluate how different events contributed to the Cold War. Ultimately, students synthesize the information to form their stance on if the Cold War was avoidable. Students will support their view point with evidence accordingly.

## Structure

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My inquiry is broken down into three supporting questions with an appropriate formative performance task. The questions become more rigorous. The inquiry concludes with a summative task where students construct their argument and support it with relevant evidence. The inquiry can be modified as needed to fit time constraints and student ability.

### Disciplinary Concepts

- civics
- economics
- history
- geography

### Skills

- making claims using evidence
- constructing arguments
- reading and evaluating sources

## Staging the Compelling Question

Compelling  
Question

Was the Cold War Avoidable?

### Staging the compelling question

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Have students complete a think-pair-share for each question. Next, you may choose to read students the following excerpt. "During the war, these two countries had been allies, but their political, economic, and social systems were very different. After the war, each Superpower attempted to extend its influence, leading to a "Cold War"- first in Europe and then in Asia, Latin America, and Africa. The Cold War was "cold" only in the sense that the two Superpowers never confronted one another directly in open warfare. But their global competition led to crises and conflicts for forty years on every continent." (Mastering the Ohio Graduation Test, p. 51)

## Supporting Question 1

Supporting Question	What was the relationship between the Soviet Union and the United States at the close of WWII?
Formative Performance Task	Illustrate or describe the relationship between the US and Soviet Union at the close of WWII. Did the US and Soviet Union really ever trust each other? Provide evidence.
Featured Sources	<ul style="list-style-type: none"><li>● <b>Source A:</b> History.com Cold War Topics</li><li>● <b>Source B:</b> 1945-1946</li><li>● <b>Source C:</b> Atomic Bomb- Stopping Russia</li><li>● <b>Source D:</b> Truman's Diary Excerpt</li><li>● <b>Source E:</b> Stalin Cartoon</li><li>● <b>Source F:</b> Library of Congress- Overview</li></ul>

Students will analyze the complex relationship between the Soviet Union and the United States during and at the close of WWII. It is critical for students to understand that although both the US and the Soviet Union were allies, there was an uneasy alliance.

### Formative Performance Task

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It is of paramount importance for students to understand the relationship between the Soviet Union and United States during World War II as it lays the groundwork for the Cold War. Students will also evaluate the level of trust that existed between the US and Soviet Union. This will help students determine if they think the Cold War was avoidable.

## Supporting Question 1

Featured Source A

History.com Cold War Topics

### Excerpt

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During World War II, the United States and the Soviet Union fought together as allies against the Axis powers. However, the relationship between the two nations was a tense one. Americans had long been wary of Soviet communism and concerned about Russian leader Joseph Stalin's tyrannical, blood-thirsty rule of his own country. For their part, the Soviets resented the Americans' decades-long refusal to treat the USSR as a legitimate part of the international community as well as their delayed entry into World War II, which resulted in the deaths of tens of millions of Russians. After the war ended, these grievances ripened into an overwhelming sense of mutual distrust and enmity. Postwar Soviet expansionism in Eastern Europe fueled many Americans' fears of a Russian plan to control the world. Meanwhile, the USSR came to resent what they perceived as American officials' bellicose rhetoric, arms buildup and interventionist approach to international relations. In such a hostile atmosphere, no single party was entirely to blame for the Cold War; in fact, some historians believe it was inevitable.

**Source:**

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

## Supporting Question 1

Featured Source B

1945-1946

### Excerpt

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At the Yalta and Potsdam Conferences of 1945 the United States, Great Britain, and the Soviet Union had reached agreement on a number of topics, particularly the fate of postwar Germany and Eastern Europe. Most importantly, at Yalta they issued a "Declaration of Liberated Europe," in which they pledged "to form interim governmental authorities broadly representative of all democratic elements in the population and pledged to the earliest possible establishment through free elections of Governments responsive to the will of the people."

But within a few months policy makers in the Truman administration had come to believe that **Stalin was not living up to his side of those agreements. Instead it appeared as though the Russians were trying to create a series of puppet states in Eastern Europe.** For their part, the Soviets argued that their security required "friendly" regimes along their border, and that Western-style democratic elections were unlikely to produce pro-Soviet governments. To Truman this seemed like a **betrayal** of everything that the Allies had fought for in their war against the Axis. Moreover, large numbers of Americans of Eastern European descent were inclined to agree with him.

As a result of this, the high hopes that FDR had for postwar cooperation had been largely dashed by late 1946, prompting a debate over what U.S. policy toward the Soviets should be. Some, like Secretary of Commerce Henry Wallace, argued that Stalin's need for security had to be acknowledged, even if it meant tolerating Soviet dominance over Eastern Europe. Others, like George Kennan, deputy head of the U.S. mission to Moscow during World War II, saw in the Soviet Union a growing threat to world peace—one that had to be met with firmness and, **if necessary, military force.**

Source:

<http://edsitement.neh.gov/lesson-plan/sources-disc.>



## Supporting Question 1

Featured Source C

Atomic Bomb- Stopping Russia

### Excerpt

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“[Byrnes] was concerned about Russia's postwar behavior. Russian troops had moved into Hungary and Romania, and Byrnes thought it would be very difficult to persuade Russia to withdraw her troops from these countries, that Russia might be more manageable if impressed by American military might, and that a demonstration of the bomb might impress Russia.”

Source: James Byrnes was one of Truman's advisors on the atomic bomb. In addition to defeating Japan, he wanted to keep the Soviet Union from expanding its influence in Asia and to limit its influence in Europe. Manhattan Project scientist Leo Szilard met with Byrnes on May 28, 1945. Leo Szilard wrote about his meeting with Byrnes in 1980.

**Source:**

<http://sheg.stanford.edu/upload/V3LessonPlans/Atom..>

## Supporting Question 1

Featured Source D

Truman's Diary Excerpt

### Excerpt

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July 25, 1945

It is certainly a good thing for the world that Hitler's crowd or Stalin's did not discover this atomic bomb. It seems to be the most terrible thing ever discovered, but it can be made the most useful.

Sources: Harry S. Truman Library, Papers of Harry S. Truman. Diary, July 17, box 333, president's secretary's files; diary, July 16, "Ross, Mr. and Mrs. Charles G. (handwritten)" box 322, president's secretary's files. sources: Harry S. Truman Library, Papers of Harry S. Truman. Diary, July 17, box 333, president's secretary's files; diary, July 16, "Ross, Mr. and Mrs. Charles G. (handwritten)" box 322, president's secretary's files. Sources: Harry S. Truman Library, Papers of Harry S. Truman. Diary, July 17, box 333, president's secretary's files; diary, July 16, "Ross, Mr. and Mrs. Charles G. (handwritten)" box 322, president's secretary's files.

**Source:**

<http://www.pbs.org/wgbh/americanexperience/feature..>

# Supporting Question 1

Featured Source E

Stalin Cartoon



This cartoon by the British cartoonist Illingworth was published in June 1947.

<https://onestopcoldwarshop.wikispaces.com/Containm..>

## Supporting Question 1

Featured Source F

Library of Congress- Overview

### Excerpt

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Relations between the Soviet Union and the United States were driven by a complex interplay of ideological, political, and economic factors, which led to shifts between cautious cooperation and often bitter superpower rivalry over the years. The distinct differences in the political systems of the two countries often prevented them from reaching a mutual understanding on key policy issues and even, as in the case of the Cuban missile crisis, brought them to the brink of war.

The United States government was initially hostile to the Soviet leaders for taking Russia out of World War I and was opposed to a state ideologically based on communism. Although the United States embarked on a famine relief program in the Soviet Union in the early 1920s and American businessmen established commercial ties there during the period of the New Economic Policy (1921-29), the two countries did not establish diplomatic relations until 1933. By that time, the totalitarian nature of Joseph Stalin's regime presented an insurmountable obstacle to friendly relations with the West. Although World War II brought the two countries into alliance, based on the common aim of defeating Nazi Germany, the Soviet Union's aggressive, antidemocratic policy toward Eastern Europe had created tensions even before the war ended.

**Source:**

<https://www.loc.gov/exhibits/archives/sovi.html>

## Supporting Question 2

Supporting Question	How were the Soviet Union and United States fundamentally different? What are the differences between communism and capitalism?
Formative Performance Task	Students will make a graphic organizer (your choice-venn diagram, T chart) that illustrates the differences between the two countries.
Featured Sources	<ul style="list-style-type: none"><li>● <b>Source A:</b> Interview with Historian</li><li>● <b>Source B:</b> American Democracy vs. Soviet Communism</li><li>● <b>Source C:</b> Soviet Telegram</li><li>● <b>Source D:</b> The Long Telegram by George Kennan</li><li>● <b>Source E:</b> J. Edgar Hoover Calls for a Domestic Quarantine of Communism, 1947</li><li>● <b>Source F:</b> National Security Council Memorandum Number 68 (NSC-68), 1950</li></ul>

In order to assess if conflict between the Soviet Union and US was avoidable, students will have to understand how each countries was different. Students will compare political and economic systems as well as individual rights.

### Formative Performance Task

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The roots of the Cold War lay in the competing ideological systems of the United States and the Soviet Union. Students should be able to compare America and the Soviet Unions in terms of political systems, individual rights, and economic systems.

## Supporting Question 2

Featured Source A

Interview with Historian

### Excerpt

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**Ferris:** Do you think this rivalry was avoidable? Could it have been prevented, or was it inevitable?

**Leffler:** The rivalry was inevitable, but I think the magnitude and scope were controllable. Some degree of serious conflict was inherent in the way the international system was configured after World War II and inherent in the potential rivalry of communism and democratic capitalism. But I do not think that it was inevitable to have a worldwide rivalry in the Third World. I do not think the magnitude of the arms race was inevitable. Both the Soviet Union and the United States perceived the potential threat. This was not always, I might stress, from the other country, but frequently from the perception that either side might do things that would create additional potential threats.

**Source:**

<http://www.neh.gov/humanities/1998/novemberdecembe..>

## Supporting Question 2

Featured Source B

American Democracy vs. Soviet Communism

### Excerpt

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#### **American Democracy**

**Political System-** People have the right to form their own political parties and elect their own leaders.

**Individual Rights-** Individual citizens enjoy basic rights, such as free speech, freedom of the press, and freedom of religion.

**Economic System-** Individuals and corporations own their own businesses. They provide goods and services to consumers in order to make a profit.

#### **Soviet Communism**

**Political System-** The Soviet Union was a dictatorship controlled by the Communist Party, which was the only political party permitted

**Individual Rights-** Individual rights were not respected. State police spied on individuals, arresting those who criticized the government.

**Economic System-** The government owned all major industries and determined what was produced. Communists claimed this would make a fairer economic system.

#### **Source:**

Mastering the Ohio Graduation Test

## Supporting Question 2

Featured Source C

Soviet Telegram

### Excerpt

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The foreign policy of the United States, which reflects the imperialist tendencies of American monopolistic capital, is characterized in the postwar period by a striving for world supremacy. This is the real meaning of the many statements by President Truman and other representatives of American ruling circles; that the United States has the right to lead the world. All the forces of American diplomacy -- the army, the air force, the navy, industry, and science -- are enlisted in the service of this foreign policy. For this purpose broad plans for expansion have been developed and are being implemented through diplomacy and the establishment of a system of naval and air bases stretching far beyond the boundaries of the United States, through the arms race, and through the creation of ever newer types of weapons. . . . During the Second World War . . . [American leaders] calculated that the United States of America, if it could avoid direct participation in the war, would enter it only at the last minute, when it could easily affect the outcome of the war, completely ensuring its interests. In this regard, it was thought that the main competitors of the United States would be crushed or greatly weakened in the war, and the United States by virtue of this circumstance would assume the role of the most powerful factor in resolving the fundamental questions of the postwar world.

#### Source:

Source: Excerpt from a telegram sent by Soviet Ambassador Nikolai Novikov to Soviet Leadership in September 1946.

Nikolai Novikov, telegram to Soviet Leadership, September 1946.

<http://teachingamericanhistory.org/library/index.a..>



## Supporting Question 2

Featured Source D

The Long Telegram by George Kennan

### Excerpt

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SECRET February 22, 1946

...Soviet policy... will be directed toward weakening of power and influence and contacts of advanced Western nations, on theory that in so far as this policy is successful, there will be created a vacuum which will favor Communist-Soviet penetration....

In summary, we have here a political force committed fanatically to the belief that with US there can be no permanent *modus vivendi*, that it is desirable and necessary that the internal harmony of our society be disrupted, our traditional way of life be destroyed, the international authority of our state be broken....

Soviet power, unlike that of Hitlerite Germany, is neither schematic nor adventuristic. It does not work by fixed plans. It does not take unnecessary risks. Impervious to logic of reason, and it is highly sensitive to logic of force. For this reason it can easily withdraw — and usually does — when strong resistance is encountered at any point....

Gauged against Western World as a whole, Soviets are still by far the weaker force. Thus, their success will really depend on degree of cohesion, firmness and vigor which Western World can muster. And this is factor which it is within our power to influence....

**Source:**

**Source:** George F. Kennan: *The Long Telegram*, 1946 (American Soviet specialist).

<http://www.historyteacher.net/USProjects/DBQs2001/..>

## Supporting Question 2

Featured Source E

J. Edgar Hoover Calls for a Domestic Quarantine of Communism, 1947

### Excerpt

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The Communist movement in the United States... stands for the destruction of our American form of government; it stands for the destruction of American democracy....

There is no doubt as to where a real Communist's loyalty rests. Their allegiance is to Russia, not to the United States....

I would have no fears if Americans possessed the zeal, the fervor, the persistence, and the industry to learn about this menace of Red fascism. I do fear for the liberal and progressive who has been hoodwinked and duped into joining hands with the Communists. I confess to real apprehension so long as Communists are able to secure ministers of the gospel to promote their evil work.... I do fear so long as school boards and parents tolerate conditions whereby Communists and fellow travelers, under the guise of academic freedom, can teach our youth a way of life that will eventually... cause them to scorn respect for constituted authority and sabotage our revered Constitution. I do fear so long as American labor groups are infiltrated, dominated, or saturated with the virus of communism....

The Communists have been, still are, and always will be a menace to freedom, to democratic ideals, to the worship of God, and to America's way of life.

**Source:**

**Source:** J. Edgar Hoover Calls for a Domestic Quarantine of Communism, 1947

[http://www.historyteacher.net/USProjects/DBQs2001/..](http://www.historyteacher.net/USProjects/DBQs2001/)

## Supporting Question 2

Featured Source F

National Security Council Memorandum Number 68 (NSC-68), 1950

### Excerpt

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During the span of one generation, the international distribution of power has been fundamentally altered....

Two complex sets of factors have now basically altered this historical distribution of power. First, the defeat of Germany and Japan and the decline of the British and French Empires have interacted with the development of the United States and the Soviet Union in such a way that power has increasingly gravitated to these two centers. Second, the Soviet Union, unlike previous aspirants to hegemony, is animated by a new fanatic faith, antithetical to our own, and seeks to impose its absolute authority over the rest of the world....

There are some who advocate a deliberate decision to isolate ourselves.... (However) With the United States in an isolated position, we would have to face the probability that the Soviet Union would quickly dominate most of Eurasia, probably without meeting armed resistance. It would thus acquire a potential far superior to our own, and would promptly proceed to develop this potential with the purpose of eliminating our power....

A program for rapidly building up strength and improving political and economic conditions will place heavy demands on our courage and intelligence; it will be costly; it will be dangerous. But half-measures will be more costly and more dangerous, for they will be inadequate to prevent and may actually invite war. Budgetary considerations will need to be subordinated to the stark fact that our very independence as a nation may be at stake....

**Source:**

**Source:** National Security Council Memorandum Number 68 (NSC-68), 1950.

<http://www.historyteacher.net/USProjects/DBQs2001/..>

## Supporting Question 3

<b>Supporting Question</b>	How did the close of WWII set the scene for the Cold War?
<b>Formative Performance Task</b>	<p>Break students into pairs. Give each pair a different event from the close of WWII (see recommended events). Next, students will research their topic and analyze the documents in the inquiry. Students will evaluate how their event contributed to the Cold War. On the front of the board, draw a “tension thermometer.” At the bottom, mark 20 degrees for minor tension between the Soviet Union and United States. Mark intervals of ten all the way to 100 degrees (the most tense, closest to direct conflict)</p> <p>Students will answer the following questions on a separate sheet of paper or print the mini cold war worksheet!</p> <p>My Assigned Cold War Event-</p> <p>Temperature Rating-</p> <p>Two sentence rationale-</p> <p>Textual Evidence-</p> <p>Recommended Events</p> <ul style="list-style-type: none"> <li>● Yalta Conference &amp; Potsdam Conference</li> <li>● Dropping the atomic bomb</li> <li>● Soviet expansion in Eastern Europe (refusal for free elections in Poland)</li> <li>● Truman Doctrine</li> <li>● Marshall Plan</li> <li>● emergence of NATO/ Warsaw Pact</li> <li>● New weapons/massive retaliation</li> </ul>
<b>Featured Sources</b>	<ul style="list-style-type: none"> <li>● <b>Source A:</b> Iron Curtain</li> <li>● <b>Source B:</b> Truman Doctrine</li> <li>● <b>Source C:</b> Marshall Plan</li> <li>● <b>Source D:</b> NATO/Warsaw Pact map</li> <li>● <b>Source E:</b> Nikita Khrushchev 1956 Speech</li> <li>● <b>Source F:</b> Arms Race Political Cartoons</li> <li>● <b>Source G:</b> Dulles on the Strategy of Massive Retaliation, 1954</li> </ul>
<b>Additional Materials</b>	<ul style="list-style-type: none"> <li>● <a href="https://s3.amazonaws.com/idm-dev/u/7/d/3/a/1228/7d3a9b93bb3393c380475a1a516b357edba43dac.docx">mini worksheet cold war.docx</a> (https://s3.amazonaws.com/idm-dev/u/7/d/3/a/1228/7d3a9b93bb3393c380475a1a516b357edba43dac.docx)</li> </ul>

Students will evaluate how the close of World War II contributed to the Cold War.

### Formative Performance Task

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Students will evaluate how key events contributed to the Cold War. Students will complete individual research and share their findings with the class. Collaboration among peers will help students see the bigger context of post World War II and the start of the Cold War.

## Supporting Question 3

Featured Source A

Iron Curtain

### Excerpt

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It is my duty, however, to place before you certain facts about the present position in Europe. 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. In 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. I do not believe that Soviet Russia desires war. What they desire is the fruits of war and the indefinite expansion of their power and doctrines. 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.

**Source:**

Source: Excerpt from the "Iron Curtain Speech" delivered by Winston Churchill, March 1946 in Fulton, Missouri.

## Supporting Question 3

Featured Source B

Truman Doctrine

### Excerpt

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The United States has received from the Greek Government an urgent appeal for financial and economic assistance...Greece is in desperate need of financial and economic assistance to enable it to resume purchases of food, clothing, fuel, and seeds.

The very existence of the Greek state is today threatened by the terrorist activities of several thousand armed men, led by Communists, who defy the government's authority. . . . Greece must have assistance if it is to become a self-supporting and self-respecting democracy. The United States must supply this assistance. . . . No other nation is willing and able to provide the necessary support for a democratic Greek government. One of the primary objectives of the foreign policy of the United States is the creation of conditions in which we and other nations will be able to work out a way of life free from coercion.

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

Confusion and disorder might well spread throughout the entire Middle East. . . . Should we fail to aid Greece and Turkey in this fateful hour, the effect will be far reaching to the West as well as to the East.

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.

**Source:**

Source: Excerpt from the "Truman Doctrine Speech," delivered by President Truman to Congress on March 12, 1947.

## Supporting Question 3

Featured Source C

Marshall Plan

### Excerpt

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I need not tell you gentlemen that the world situation is very serious.... The truth of the matter is that Europe's requirements for the next three or four years of foreign food and other essential products — principally from America — are so much greater than her present ability to pay that she must have substantial additional help or face economic, social, and political deterioration of a very grave character....

Aside from the demoralizing effect on the world at large and the possibilities of disturbances arising as a result of the desperation of the people concerned, the consequences to the economy of the United States should be apparent to all. It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health in the world, without which there can be no political stability and no assured peace. Our policy is directed not against any country or doctrine but against hunger, poverty, desperation, and chaos. Its purpose should be the revival of a working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist....

An essential part of any successful action on the part of the United States is an understanding on the part of the people of America of the character of the problem and the remedies to be applied. Political passion and prejudice should have no part. With foresight, and a willingness on the part of our people to face up to the vast responsibility which history has clearly placed upon our country, the difficulties I have outlined can and will be overcome....

**Source:**

**Source:** Secretary of State George C. Marshall describing the Marshall Plan, 1947.

<http://www.historyteacher.net/USProjects/DBQs2001/..>

# Supporting Question 3

Featured Source D

NATO/Warsaw Pact map



<http://40.media.tumblr.com/296bf84761ebc678bbe21..>



## Supporting Question 3

Featured Source E

Nikita Khrushchev 1956 Speech

### Excerpt

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"The inspirers of the "cold war" began to establish military blocs- the North Atlantic blocs, SEATO, and the Baghdad pact. They claim they have united for defense against the "communist threat," But this is sheer hypocrisy! We know from history that when planning a re-division of the world, the imperialist powers have always lined up military blocs. Today the "anti-communism" slogan is being used as a smoke screen to cover up the claims of one power for world domination. The United States wants, by means of blocs and pacts, to secure a dominant position in the capitalist world. The inspirers of the "position of strength" policy assert that it makes another way impossible because it ensures a "balance of power" in the world. They offer the arms race as their main recipe for the preservation of peace! It is perfectly obvious that when nations compete to increase their military might, they danger or war becomes greater, not lesser. Capitalism will find its grave in another world war, should it unleash it."

### Source:

Document Based Assessment for Global History by Theresa C. Noonan

## Supporting Question 3

Featured Source F

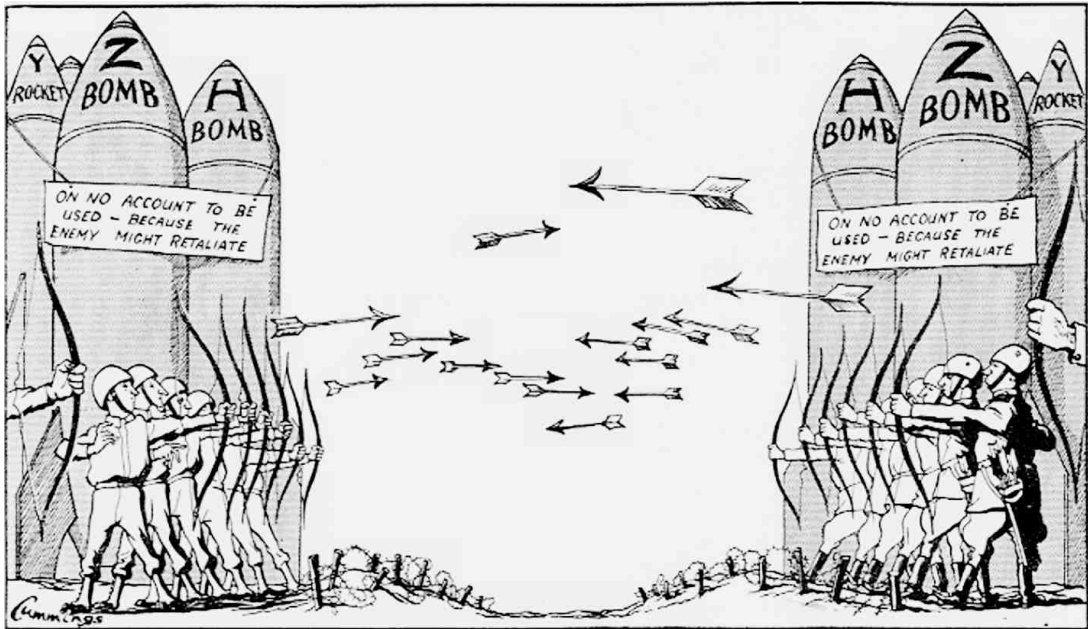
Arms Race Political Cartoons



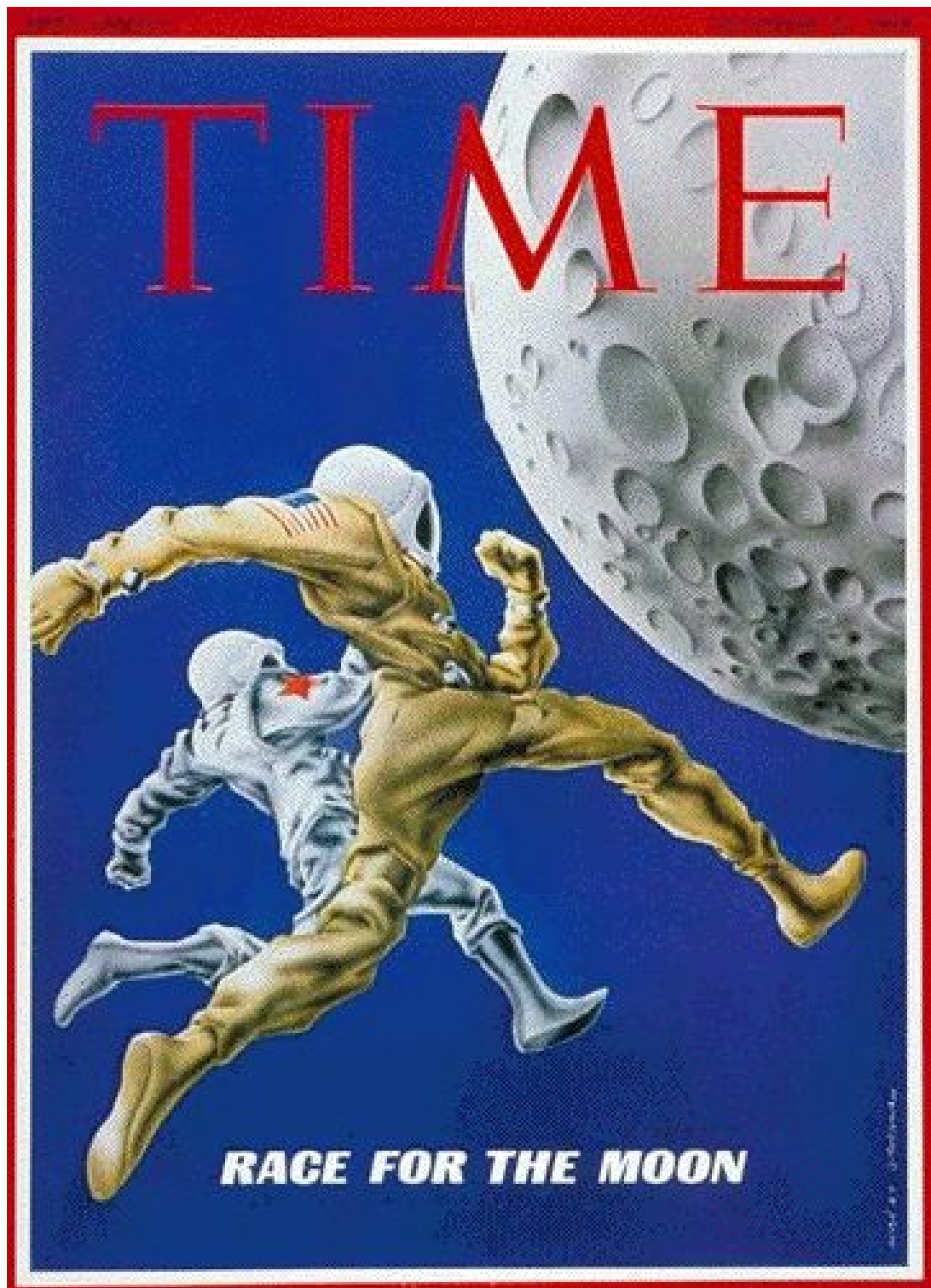
[http://teachinghistory.org/files/1962\\_cuban\\_missil..](http://teachinghistory.org/files/1962_cuban_missil..)



[http://teachinghistory.org/files/1962\\_cuban\\_missil..](http://teachinghistory.org/files/1962_cuban_missil..)



<https://www.pinterest.com/mruaux4957/cold-war-prop..>



<https://www.thinglink.com/scene/572190692474880001>

## Supporting Question 3

Featured Source G

Dulles on the Strategy of Massive Retaliation, 1954

### Excerpt

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What the Eisenhower administration seeks is a similar international security system. We want, for ourselves and the other free nations, a maximum deterrent at a bearable cost...

The total cost of our security efforts, at home and abroad, was over \$50 billion per annum,... This could not be continued for long without grave budgetary, economic, and social consequences.

...Before military planning could be changed, the President and his advisers, as represented by the National Security Council, had to make some basic policy decisions. This has been done. The basic decision was to depend primarily upon a great capacity to retaliate, instantly, by means and at places of our choosing... (using nuclear weapons).

**Source:**

**Source:** Dulles on the Strategy of Massive Retaliation, 1954

<http://www.historyteacher.net/USProjects/DBQs2001/..>

## Summative Performance Task

Compelling Question	<b>Was the Cold War Avoidable?</b>
Argument	Was the Cold War avoidable? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources.
Extension	Identify a domestic or international conflict. Do you think this conflict is avoidable? Why or why not? What reform or remedy is needed to avoid further conflict?

### Argument

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In this summative task, students synthesize textual evidence to form an argument.

### Extension

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Students will identify a current domestic or international conflict and evaluate it in terms of its avoid-ability. Students will propose a solution to avoid further conflict!

## Taking Informed Action

Understand	UNDERSTAND Identify a disagreement at the local, state or national level in which residents find themselves on competing sides.
Assess	ASSESS Evaluate competing claims from various perspectives concerning potential causes and solutions.
Action	ACT Propose a resolution to the growing disagreement by honoring the needs of both sides and send the proposal to a local, state or national elected official.

Students are challenged with becoming peace builders and have to consider multiple viewpoints!

