

# Placing Cold War Conflict

## Elizabeth Mulcahy

**Subject(s):** World History, US History

**Key Words:** Cold War, Cuban Missile Crisis, NATO, Warsaw Pact, Soviet Union, Korean War, Vietnam War, Berlin Wall,

**Time Allotted:** 80 minutes

<b>Lesson Overview</b>	Students will explore the causes, course, and results of the direct conflicts between the United States and the Soviet Union during the Cold War. They will analyze documents, videos, photographs, drawings, and maps to understand the conflict, competition, compromises, and reactions of this worldwide event in an attempt to argue who is at fault and if the Cold War is even over.
<b>Compelling Question</b>	Where and how did the United States and the Soviet Union find themselves in direct conflict in the years following World War II?
<b>Supporting Questions</b>	<ul style="list-style-type: none"><li>• How did the Potsdam Conference signal the end of WWII while also foreshadowing the beginning of the Cold War?</li><li>• To what extent was a speech made in Missouri a turning point in world history? How did the "Iron Curtain Speech" <b>draw a line</b> through Europe?</li><li>• What actions did the United States take to aid Europe's recovery from WWII while also combating the spread of Soviet influence?</li><li>• How did western nations respond to the aggression of the Soviets in Germany?</li><li>• How did the Soviet Union react to the actions of the United States in the decade following World War II?</li><li>• What role did Cold War nationalism play in scientific advancements?</li><li>• Why is the Berlin Wall in Germany the symbol of conflict between the U.S.S.R. and the United States?</li><li>• How close did the United States and Soviet Union come to engaging in nuclear war?</li><li>• Why is the Cold War considered a global conflict?</li><li>• How did the Cold War impact international peaceful competition?</li><li>• What events signified the end of the Cold War? Where did the Cold War end?</li></ul>
<b>Learning Objectives</b>	<p>Student will be able to:</p> <ul style="list-style-type: none"><li>• Locate the major conflicts of the Cold War.</li><li>• Analyze actions and reactions by both the U.S. and Soviet Union</li><li>• Complete a geoinquiry on the Cuban Missile Crisis</li><li>• Describe the role of the Berlin Wall in the Cold War</li></ul>

## Placing Cold War Conflict

### Elizabeth Mulcahy

<b>C3 Standards &amp; Practices</b>	<p>D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p> <p>D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p>D2.His.2.9-12. Analyze change and continuity in historical eras.</p> <p>D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p> <p>D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.</p>
<b>Materials/ Resources</b>	<p>Story Map Journal Link - <a href="https://arcg.is/Xn0je">https://arcg.is/Xn0je</a></p> <p>Computers and headphones</p> <p>Student Response Guide (Graphic Organizer) – separate attachment</p>
<b>Modifications/ Extensions</b>	<p>Students can do a deeper dive project into one of the events on the story map.</p>

### Contextual Essay

The 20<sup>th</sup> Century Cold War was a direct result from tensions that rose out of the end of World War II. With the division of Germany at the Potsdam Conference and the use of nuclear weapons by the U.S. on Japan, Cold War suspicion and differing economic and political philosophies surfaced between the former allies. The rivalry between capitalist N.A.T.O. led by the United States and the communist Warsaw Pact led by the Soviet Union heightened tensions on almost every continent. With the symbolic dropping of the Iron Curtain, the U.S. and the Soviet Union found themselves in direct conflict.

The division of Berlin, Space Race, Cuban Missile Crisis, proxy wars, and the invasion of Afghanistan revealed actions by one side to get ahead and reactions by the other to catch up as the decades following World War II saw nations trying to prevent another world war while also continuing to gain global economic and political influence. However, because of the fear of nuclear weapons, and the ability to compromise the Cold War remained cold. Many historians define the end of the Cold War as the fall of the Berlin Wall and the collapse of the Soviet Union, but remnants of the tensions are still prevalent between the two main superpowers.

### Teacher Preparation Instructions

Depending on the student level the story map can be divided into sections, and the teacher can guide the entire class through the activities. Students can also independently complete the response guide or

## **Placing Cold War Conflict**

### **Elizabeth Mulcahy**

discuss with other students. Some students may need guidance on using GIS tools on the maps such as turning on layers, searching, clicking on map points, or measuring distance.

### **Instructional Procedures/Process**

1. Students discuss the similarities and differences between competition, conflict, and compromise. How is competition a negative and how a positive?
2. The first main stage slide of the story map will be shown to the class as a whole. Students will think about what they see first then are asked to discuss the different point of views in the image. Finally, students will share their observations and reflections. The teacher will then ask what questions they have of the image.
3. Students will complete the student response guide as they work with the provided materials in the story map. The teacher will decide if this continues to be done as a class, small groups, partners, or as individuals.
4. The teacher will collect the student response guides to check for understanding.
5. Students will then be assigned to find a current event related to one of the locations from the story map. They will summarize the event and make conclusions about how the location has changed or stayed the same over time.
6. The teacher will conduct a classroom discussion (organization is up to the teacher) whether the Cold War is truly over.

### **Closure**

The teacher can start the discussion with a silent four corners activity. As the teacher poses the statements below, students silently go to a corner of the room matching their opinion of each statement (i.e. strongly agree, agree, disagree, strongly disagree).

- The Soviet Union caused the Cold War.
- The United States caused the Cold War.
- The Cold War was not really a war.
- The Cold War is over.

Students will have a class discussion/seminar that answers the compelling and supporting questions with information from the story map. Students will have their response guide as a resource. Then students will pose questions they have about the Cold War conflicts. This can be done as a Socratic seminar, fish bowl, Harkness discussion, or another format of the teacher's choosing. The teacher can also pose questions such as:

- Is the Cold War over?
- Who is to blame for the Cold War conflicts?
- Where was most greatly impacted by the Cold War?