Lesson 3a – Cold War Crisis

Essential Question

Assess the impact on superpower relations of Containment / Peaceful Coexistence

Learning Outcomes - Students will:
- Preview – WW2 problems
- Attempt to determine US and Soviet foreign policy
- Learn about the origins of the Cold War

Success Criteria

- I can debate the foreign policies of the superpowers
Assess the impact on superpower relations of Containment / Peaceful Coexistence

Steps to answering the question
Vocab

- Crisis
Readings

- Students are responsible to read the required pages of the textbook for the next test

Pg. 116-155

- Be aware that there will be a question/questions from the textbook ONLY on the next test
- What to study
  - Key events
  - Vocab
    - Domino Theory
    - Peaceful Coexistence
    - Prague Spring
Cold War Crisis

- Cold War crises are “flashpoints” that involve a clear escalation in Cold War tensions. Superpower involvement in the crises may be direct, or may also be indirect.
Cold War Crisis

**Task**
- Each group of 2 will be given a specific Cold War crisis to research and present

**What to include**
- Cold War Geography
- What is the Cause of the Crisis
- “Why am I Angry” - Perspective
- What is the crisis
  - List the options of Leaders
- What is the impact of the crisis
  - Superpower relations

**Topics**
1. Berlin Blockade (1948)
2. Korean War (1950-53)
3. Hungarian Crisis (1956)
4. Suez Crisis (1956)
5. Congo Crisis (1960-64)
7. Taiwan Strait 1958
8. Guatemala Civil War
9. Cuban Missile Crisis (1962)
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Assess the impact of the Berlin Blockade on Superpower relations

Vocab
- Bizonia
- Trizonia
- Berlin Blockade
- NATO
- Warsaw Pact
Cold War Geography

- Germany is divided into 4 zones
  - Berlin is divided into 4 zones as well
  - Berlin is within the Iron Curtain
Causes of the Berlin Blockade

• Long-term
  • Different aims for Germany
    • Stalin feared a strong Germany and wished to severely punish them
    • US wished a strong Germany to stop communism
  • Ex. Zones received $1.3 billion in Marshall Plan aid

• Short-term
  • Reparations – USSR demand $10 billion in reparations, but the US refuses as they wish to see Germany recover economically first
  • Political Unity
    • 1947 – Bizonia
    • 1948 – Trizonia is announced, as well as a common currency for the West
23 June 1948 – to force the West to give up plans for a West German state, Stalin blockades the West from Berlin
- West Berlin is completely dependent on the West for supplies

US decide to airlift supplies to West Berlin
- Moved nuclear capable planes into Germany

May 1949 – Stalin ends the blockade
- 1949 – An American influenced West German state is formed
- 1949 – A communist controlled East German state is formed
Impact of Containment on Superpower Relations

- Military division of Europe
  - 1949 – **NATO** is formed with the belief that the US must remain in Europe to balance the power
  - 1954 – West Germany is included
  - 1955 – **Warsaw Pact** is created

- Containment was successful
  - USSR did not expand its influence into West Berlin

- It is a Cold War
  - Superpowers will go to the brink but will avoid direct military conflict
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Lesson 3b – Cold War Crisis

Essential Question

Assess the impact on superpower relations of Containment / Peaceful Coexistence

Learning Outcomes - Students will:

- Review – Berlin Blockade
- Organize their presentation

Success Criteria

- I can organize my presentation
Readings

- Students are responsible to read the required pages of the textbook for the next test

**Pg. 116-155**

- Be aware that there will be a question/questions from the textbook ONLY on the next test
- What to study
  - Key events
  - Vocab
    - Domino Theory
    - Peaceful Coexistence
    - Prague Spring
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Cold War Crisis

- **Task**
  - Each group of 2 will be given a specific Cold War crisis to research and present

- **What to include**
  - Cold War Geography
  - What is the Cause of the Crisis
  - “Why am I Angry” - Perspective
  - What is the crisis
    - List the options of Leaders
  - What is the impact of the crisis
    - Superpower relations

**Topics**
1. Berlin Blockade (1948)
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Korean War

- NSC 68
- White Paper
- Dismissal of General MacArthur
- Reverse Course (Japan)
- SEATO
- Impact on Sino-Soviet Relations
Hungarian Uprising

- De-Stalinization
- “Different Roads to Socialism”
- Rollback (Eisenhower)
- Impact on Sino-Soviet Relations
Suez Crisis

- Arab Nationalism
- “Blue Helmets”
- Middle Powers
Congo Crisis

- Operation des Nations Unies au Congo
- Patrice Lumumba
Berlin Wall

- East German emigration
- Checkpoint Charlie
Taiwan Straits

- Brinksmanship
- Treaty of Formosa
- Impact on Sino-Soviet Relations
Cuban Missile Crisis

- Bay of Pigs
- Operation Mongoose
- Brinksmanship
- Test-Ban Treaty
- Hotline
- Missile Gap
- MAD
Guatemala

- OAS
- Domino Theory
Prague Spring

- “Socialism with a Human Face”
- Brezhnev Doctrine
- Warsaw Pact
- Impact on Sino-Soviet relations
Lesson 3c  – Cold War Crisis

Essential Question

Assess the impact on superpower relations of Containment / Peaceful Coexistence

Learning Outcomes - Students will:
- Preview - significance
- Review our table
- Look at significance in the Cold War

Success Criteria

- I can determine the most significant crisis
1. People at the time thought it was important
2. It affected a lot of people
3. It affected people deeply
4. It affected people for a long time
5. It still affects attitudes or beliefs today
6. It led to other important events

What is a more significant event?
1. Mussolini becomes the leader of Italy
2. Pizza is invented
3. Giacomo ate a piece of focaccia today for breakfast
4. Mr. McCarey turns 25 today!
Vocab

- No new vocab
Readings

- Students are responsible to read the required pages of the textbook for the next test

**Pg. 116-155**

- Be aware that there will be a question/questions from the textbook ONLY on the next test

- What to study
  - Key events
  - Vocab
    - Domino Theory
    - Peaceful Coexistence
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### Rank the importance for Hitler's Consolidation of Power

1. Berlin Blockade (1948)
2. Korean War (1950-53)
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### Criteria

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<td>IT AFFECTED PEOPLE DEEPLY</td>
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<td>6</td>
<td>IT LED TO OTHER IMPORTANT EVENTS</td>
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### Debates

- Round 1 – Which one was most significant?
- Round 2 – Which was least significant?
- Round 3 – Which one was most significant?
- Round 4 – Which was least significant?
Task

- Students will complete a FORMAL essay assessment answering the following question:

**Assess the impact on superpower relations of Containment / Peaceful Coexistence**

- Students should use the same skills that were developed for the first essay
  - Break it down
  - Outline – find themes
  - New Historical Concept – Significance
  - Thesis
  - Intro (BOLT) and Conclusion
  - Main body paragraphs
  - Rubric
Assess the impact of force for the consolidation of power for one authoritarian leader.

**Significance**

1. Think of the most important event of the theme
   - Define the event/action/motive

2. Criteria 1
3. Criteria 2

**Event: Gestapo**

**Criteria 1 – affected a lot of people**
- 1939 – 162,000 people in protective custody
- Detained 800,000 people

**Criteria 2 – it lead to other important events**
- Despite the small numbers, people used the Gestapo to remove enemies
  - Ex. Story of Maria
  - Ex. 80% of info came from the public voluntarily
Lesson 3d – e - f – Cold War Crisis

Essential Question

Assess the impact on superpower relations of Cold War Crises

Learning Outcomes - Students will:
- Review the requirements
- Look at how to write a significance main body paragraph

Success Criteria
- I can write my main body paragraph
Readings

- Students are responsible to read the required pages of the textbook for the next test

Pg. 116-155

- Be aware that there will be a question/questions from the textbook ONLY on the next test

- What to study
  - Key events
  - Vocab
    - Domino Theory
    - Peaceful Coexistence
    - Prague Spring
Task

- Students will complete a **FORMAL** essay assessment answering the following question:

**Assess the impact on superpower relations of Containment / Peaceful Coexistence**

- Students should use the same skills that were developed for the first essay
  - Break it down
  - Outline—find themes
  - New Historical Concept—Significance
  - Thesis
  - **Intro (BOLT) and Conclusion**
  - Main body paragraphs
  - Rubric
Assess the impact of force for the consolidation of power for one authoritarian leader.

One of main instruments of force for maintenance and consolidation of power for Nazi Germany was the Gestapo, both in the actions of the group and the response of the larger German population. The Gestapo was the Nazi secret police, which was a branch of the SS under Himmler, the head of this terror network (RHSA). First, at the time, the Gestapo affected many people, thus meeting the first criteria of significance. For example, during the Nazi reign, the Gestapo detained over 800,000 Germans and placed another 160,000 in protective custody. A more specific example of this would be their discovery of the opposition group White Rose in 1942 where they were able to find and arrest Hans and Sophie Scholl, which would ultimately lead to their deaths. Therefore, the Gestapo had a clear impact on Hitler’s consolidation of power as it impacted a large percentage of the German population that may have opposed the state, thus securing the authority of the regime. However, the significance of the Gestapo is not just with their actions, but, perhaps more importantly, with the response of the German public to the group. For some German citizens, they saw the Gestapo as an opportunity to use this group for their own means, thus showing that the Gestapo actually changed the behaviour and attitudes of the citizens. For example, there is the story of Maria who went to the Gestapo to testify that her neighbour “looked Jewish” and believed the French army was stronger than the German (The neighbour was subsequently arrested). If you look at the actual statistics, up to 80% of the information that the Gestapo received was from civilians who volunteered their services, without any fear of reprisals. These figures clearly display that the impact the Gestapo had on the German population cannot simply be measured by the amount of people arrested but the ability to alter the behaviour and attitudes of the German public to coincide with the desires of the authoritarian state. Therefore, the Gestapo clearly played a significant role with the consolidation and maintenance of power of the Nazi regime due to the amount of people affected by the group and acceptance of the group by the larger German public.
Assess the impact of force for the consolidation of power for one authoritarian leader.

One of main instruments of force for maintenance and consolidation of power for Nazi Germany was the Gestapo, both in the actions of the group and the response of the larger German population. The Gestapo was the Nazi secret police, which was a branch of the SS under Himmler, the head of this terror network (RHSA).

First, at the time, the Gestapo affected many people, thus meeting the first criteria of significance. For example, during the Nazi reign, the Gestapo detained over 800,000 Germans and placed another 160,000 in protective custody. A more specific example of this would be their discovery of the opposition group White Rose in 1942 where they were able to find and arrest Hans and Sophie Scholl, which would ultimately lead to their deaths. Therefore, the Gestapo had a clear impact on Hitler’s consolidation of power as it impacted a large percentage of the German population that may have opposed the state, thus securing the authority of the regime.

However, the significance of the Gestapo is not just with their actions, but perhaps more importantly, with the response of the German public to the group. For some German citizens, they saw the Gestapo as an opportunity to use this group for their own means, thus showing that the Gestapo actually changed the behaviour and attitudes of the citizens. For example, there is the story of Maria who went to the Gestapo to testify that her neighbour “looked Jewish” and believed the French army was stronger than the German (The neighbour was subsequently arrested). If you look at the actual statistics, up to 80% of the information that the Gestapo received was from civilians who volunteered their services, without any fear of reprisals. These figures clearly display that the impact the Gestapo had on the German population cannot simply be measured by the amount of people arrested but the ability to alter the behaviour and attitudes of the German public to coincide with the desires of the authoritarian state. Therefore, the Gestapo clearly played a significant role with the consolidation and maintenance of power of the Nazi regime due to the amount of people affected by the group and acceptance of the group by the larger German public.
Lesson 3g – Cold War Crisis

Essential Question

Assess the impact on superpower relations of Cold War Crises

Learning Outcomes - Students will:
- Review the requirements
- Look at how to write a significance main body paragraph

Success Criteria
- I can write my main body paragraph
Readings

- Students are responsible to read the required pages of the textbook for the next test

**Pg. 116-155**

- Be aware that there will be a question/questions from the textbook ONLY on the next test
- What to study
  - Key events
  - Vocab
    - Domino Theory
    - Peaceful Coexistence
    - Prague Spring
Task

- Students will complete a **FORMAL** essay assessment answering the following question:

**Assess the impact on superpower relations of Containment / Peaceful Coexistence**

- Students should use the same skills that were developed for the first essay
  - Break it down
  - Outline—find themes
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  - Thesis
  - Intro (BOLT) and Conclusion
  - Main body paragraphs
  - Rubric
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<tr>
<th>Focus on the Question</th>
<th>Structure</th>
<th>Historical Concepts</th>
<th>Evidence</th>
<th>Analysis &amp; Perspectives</th>
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<tbody>
<tr>
<td>Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question</td>
<td>Responses are well structured and effectively organized.</td>
<td>Knowledge of the world history topic is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts.</td>
<td>The examples that the student chooses to discuss are appropriate and relevant, and are used effectively to support the analysis/evaluation. The response makes effective links and/or comparisons (as appropriate to the question).</td>
<td>The response contains clear and coherent critical analysis. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. All, or nearly all, of the main points are substantiated, and the response argues to a consistent conclusion.</td>
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<td>The demands of the question are understood and addressed.</td>
<td>Responses are generally well structured and organized, although there is some repetition or lack of clarity in places.</td>
<td>Knowledge of the world history topic is mostly accurate and relevant. Events are placed in their historical context, and there is some understanding of historical concepts.</td>
<td>The examples that the student chooses to discuss are appropriate and relevant, and are used to support the analysis/evaluation. The response makes effective links and/or comparisons (as appropriate to the question).</td>
<td>The response contains critical analysis, which is mainly clear and coherent. There is some awareness and evaluation of different perspectives. Most of the main points are substantiated and the response argues to a consistent conclusion.</td>
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<td>The response indicates an understanding of the demands of the question, but these demands are only partially addressed.</td>
<td>There is an attempt to follow a structured approach.</td>
<td>Knowledge of the world history topic is mostly accurate and relevant. Events are generally placed in their historical context.</td>
<td>The examples that the student chooses to discuss are appropriate and relevant. The response makes links and/or comparisons (as appropriate to the question).</td>
<td>The response moves beyond description to include some analysis or critical commentary, but this is not sustained.</td>
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<td>The response indicates some understanding of the demands of the question</td>
<td>While there may be an attempt to follow a structured approach, the response lacks clarity and coherence.</td>
<td>Knowledge of the world history topic is demonstrated, but lacks accuracy and relevance. There is a superficial understanding of historical context.</td>
<td>The student identifies specific examples to discuss, but these examples are vague or lack relevance.</td>
<td>There is some limited analysis, but the response is primarily narrative/descriptive in nature rather than analytical.</td>
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<td>There is little understanding of the demands of the question</td>
<td>The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task.</td>
<td>Little knowledge of the world history topic is present.</td>
<td>The student identifies examples to discuss, but these examples are factually incorrect, irrelevant or vague.</td>
<td>The response contains little or no critical analysis. The response may consist mostly of generalizations and poorly substantiated assertions.</td>
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