

**Big Era Nine**  
**Paradoxes of Global Acceleration**  
**1945-Present CE**



**Landscape Teaching Unit 9.2**  
**The Two Big Powers and Their Cold War**  
**1945-1990 CE**

**Table of Contents**

---

Why this unit?	2
Unit objectives	3
Time and materials	3
Authors	3
The historical context	3
This unit in the Big Era timeline	5
Lesson 1: Capitalism Versus Communism: Ideological Foundations of the Cold War	6
Lesson 2: The Korean War: A Case of Competing Ideologies	23
Lesson 3: Three “Worlds” Collide: The Cuban Missile Crisis	38
Lesson 4: Mapping the Cold War: Investigating the Role of Third World Countries	43
Final Assessment	48
This unit and the Three Essential Questions	49
This unit and the Seven Key Themes	49
This unit and the Standards in Historical Thinking	49
Resources	50
Correlations to National and State Standards	50
Conceptual links to other lessons	52

## Why this unit?

---

The **Cold War** was a post-World War II ideological struggle between the United States and the Soviet Union that helped shape the world we live in today. In the battle to become *the* dominant superpower in the world, the two big powers set their sights on what became known during the Cold War as the “Third World”—that is, colonial or newly-independent countries that might be subjected to political and economic domination or influence. The United States’ and the Soviet Union’s battle for the “hearts and minds” of people who were not yet committed to either power’s ideology had a large impact on political, cultural, and economic developments throughout the Third World.

This unit falls in Big Era Nine after a unit on post-World War II world politics and global economy and is therefore designed to build upon students’ previous knowledge of that era, including World War II outcomes, the establishment of the United Nations, and the unstable economic and political conditions of **nations** across the globe. The unit starts with students forming definitions of “Cold War” and “Third World” and framing the problem they will work on throughout the unit: How did the opposing ideologies of the United States and the Soviet Union affect political, cultural, and economic developments in the Third World? The first lesson focuses on reading and discussion of three primary documents that will shed light on the values underlying the competing ideologies and the reasons why they stood in such strong opposition to each other. At the end of the lesson, a suggested assessment has students answering the following questions: What ideas and values underlie capitalism and communism? Why were the ideologies of the United States and the Soviet Union in opposition? How might these opposing ideologies result in political, economic, and cultural developments in the Third World? These questions set the context for the remaining lessons in the unit.

In Lesson 2, students look at a case of competing ideologies, the Korean War. In this lesson, students examine the interests and actions of the players involved in the escalating conflict on the Korean peninsula. Students examine **primary and secondary sources** and fill in a chart that asks how the interests of countries and organizations in the Korean peninsula changed over time. Students are encouraged, through individual work and discussion, to link understandings of the Korean War to larger global patterns.

Lesson 3 also looks closely at a case of competing ideologies during the Cold War, asking students to recreate the thirteen days of the Cuban Missile Crisis and present their findings to classmates.

The fourth and final lesson asks students to investigate the big picture by creating an annotated map of the Cold War and its impact on Third World countries. Students then choose one of those countries to investigate in depth by creating a poster and short presentation. The poster will include a timeline and information on the consequences of the Cold War on cultural, political, and economic developments within the country.

The suggested final assessment synthesizes the material in the unit by asking students to construct a response to the unit question using the evidence they have gathered in the four

lessons: How did the opposing ideologies of the United States and the Soviet Union affect political, cultural, and economic developments in the Third World?

## Unit objectives

---

*Upon completing this unit, students will be able to:*

1. Describe major differences in the political ideologies of the United States and the Soviet Union.
2. Explain the causes of the Korean War and how they connect to global patterns during the Cold War.
3. Explain the causes and consequences of the Cuban Missile Crisis.
4. Explain how competition between the United States and the Soviet Union affected developments in Third World countries such as Egypt, Iran, the Congo, Chile, Afghanistan, and Vietnam.

## Time and materials

---

This unit will take approximately 8-10 one-hour class periods to complete all four lessons. You will need an overhead projector. You may also need markers, poster board, and other supplies for Lessons 3 and 4.

## Authors

---

Lauren McArthur Harris taught world history in Arlington, Virginia. Currently she is a Postdoctoral Research Fellow at the University of Michigan, specializing in history and social science education. Her research focuses on how historians, content standards, and teachers build coherence in world history and how this applies to the teaching of secondary world history courses.

Tamara Shreiner teaches modern world history at Greenhills School in Ann Arbor, Michigan. After teaching US and world history in the public schools for two years, she attended graduate school at the University of Michigan, where she earned her M.A. and Ph.D. in Educational Studies, specializing in history and social science teaching and learning. She also completed a certificate program in Museum Studies at Michigan, which led to a temporary position as Associate Curator of Education at The Henry Ford in Dearborn.

## The historical context

---

At the end of World War II, the United States and the Soviet Union were the two dominant powers in the world. They were the only two nations in a position economically and politically to exert their influence on the nations all over the world that had come out of the war in relative upheaval. This was particularly true in what became known, in Cold War terms, as the Third World, that is, those colonial and post-colonial countries in Asia, Africa, and Latin America that were less technologically and economically advanced than the major industrialized [states](#). Just as those countries were trying to adapt politically, socially, and economically to their post-World

War II predicaments, the United States and the Soviet Union repeatedly intervened in their affairs and through those interventions shaped the politics, economics, and ideologies that dominate world affairs today. In addition, some Third World countries used “non-alignment” policies to play the powers off each other in order to expand their own autonomy.

Underneath US and Soviet politics, and driving their Third World interventions, were two very different, opposing ideologies. The United States was an “empire of liberty,” seeking to spread their ideas of capitalism and **liberalism**, and the Soviet Union was an “empire of justice,” hoping to improve and equalize the conditions of the working poor throughout the world. Their interventionist policies were not an effort to colonize other lands in the traditional sense but to prove the practicality of their ideas, promote advancement, and secure their own futures. So intense was the ideological rivalry between the two big powers that it resulted in the formation of two major military alliances: the North Atlantic Treaty Organization (NATO), which was created by the Western powers in 1949 to contain the Soviet Union and communism, and the Soviet-dominated Warsaw Pact, which was established in 1955 as a reaction to West Germany’s rearmament and entry into NATO.

Although the beginnings of the Cold War focused on the fate of Eastern European countries, 1950 marked the beginning of the United States’ and the Soviet Union’s full involvement in Third World countries as well. This was when the Soviet-backed attack on South Korea by communist-led North Korea engaged the United States in a full military conflict with North Korean and Chinese forces. Third World states not initially aligned with either nation or ideology found that they could get military or economic aid from one side or another by offering allegiance. In Congo, for example, the United Nations’ refusal to use force to put down an attempted secession by Belgian-supported forces in the province of mineral-rich Katanga led Prime Minister Patrice Lumumba in 1960 to seek the support of the Soviet Union. Lumumba’s actions made the United States fearful of a leftist regime being established in a resource-rich region of the world and lent their support to his removal from office.

In some cases, a Third World country’s alignment was a game of “my enemy’s enemy is my friend.” In Cuba, for example, Fidel Castro’s hatred of the United States because of its efforts to control Cuba’s economy and to overthrow his leadership resulted in his outright acceptance of socialism and his subsequent alignment with Khrushchev and the Soviet Union. The Cuban-Soviet relationship led to the most intense moment in the Cold War when, in 1962, the US government discovered Soviet missile bases in Cuba.

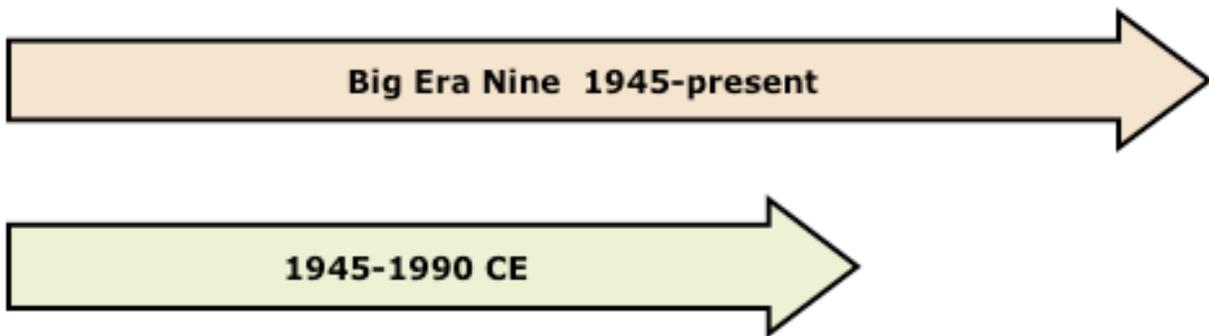
The Cold War ended in 1991 with the collapse of the Soviet Union. The reasons offered for the Soviet fall are many but, without a doubt, the country’s communist economic tactics proved unable to keep up with capitalism, and it could no longer support a strong, competitive military. The United States emerged from the Cold War as the dominant superpower in the world.

Despite the outcome of the Cold War, the Soviet Union proved a worthy enemy to the United States during the Cold War. Soviet achievements in the “space race,” for example, left the United States in a state of shock and urgency, and the Russian build-up of nuclear arms was a real and

constant threat to US security. Because of the seemingly equal competition between the United States and the Soviet Union during the Cold War, the conflict became more than a battle for military and economic might. In the words of John F. Kennedy, it was “a battle for the hearts or minds of the underdeveloped and undercommitted peoples of the world.” That battle and the resulting interventionist policies of the two big powers largely determined the course of change throughout the Third World and can still be seen in the politics, economics, and culture of Third World countries today.

### **This unit in the Big Era Timeline**

---



## ***Lesson 1***

### ***Capitalism versus Communism: Ideological Foundations of the Cold War***

#### **Preparation**

Locate the section in your textbook or other source that deals with the foundation and beginning of the Cold War. Ask students to read for background knowledge. Because this lesson involves a lot of reading, you might first consider your students' reading level and break up the lesson accordingly. The lesson procedure is divided by subtitles to help you. Finally, prepare copies of all Student Handouts for this lesson.

#### **Introduction**

This lesson frames the problem that will be addressed throughout the unit, "How did the opposing ideologies of the United States and the Soviet Union affect political, cultural, and economic developments in the Third World?" To begin to answer this question, students will explore the ideologies of the United States and the Soviet Union, which were grounded in the social and economic theories of capitalism and communism, respectively. What ideas and values underlie capitalism and communism, and why did the two ideologies stand in such opposition to one another, effectively dividing the globe into two dominant "worlds?" This lesson explores these questions, beginning with an overview of the Cold War to set the context of study and continuing with the reading and discussion of excerpts from the *Communist Manifesto* and the *Wealth of Nations* in order to help students understand communist versus capitalist ideologies and the competition that drove the Cold War. The lesson ends with the reading and discussion of the *Truman Doctrine* to frame the problem for the unit.

#### **Activities**

##### ***Defining Terms and Framing the Unit Problem***

1. Write two terms on the board for students: "Cold War" and "Third World." Ask students to write down what they know about these terms.
2. Ask students to share what they know about the Cold War and jot down their answers on the board or an overhead transparency: What was the Cold War? How long did it last? Who won the war? How? Why? Try to form a class definition of the Cold War. Then introduce other definitions of Cold War. For example:
  - Cold War "means the period in which the global conflict between the United States and the Soviet Union dominated international affairs, roughly between 1945 and 1991."

Source: Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of Our Times* (New York: Cambridge UP, 2005), 3.

- Cold War is a “term used to describe the post-World War II struggle between the United States and its allies and the Union of Soviet Socialist Republics (USSR) and its allies. During the Cold War period, which lasted from the mid-1940s until the end of the 1980s, international politics were heavily shaped by the intense rivalry between these two great blocs of power and the political ideologies they represented: democracy and capitalism in the case of the United States and its allies, and Communism in the case of the Soviet bloc.”

Source: “Cold War,” Microsoft® Encarta® Online Encyclopedia 2006; <http://encarta.msn.com>

Ask students to modify the definition they already formed based on these definitions. It is important that your definition clearly shows that the opposing political ideologies of capitalism and communism served to divide the world or create a “bipolar” world during this time.

3. Segue into a discussion of the Third World, explaining to students that this term arose out of the Cold War because of the dominations of the “First World” of the United States and its allies and the “Second World” of the Soviet bloc. Ask them what they know about the Third World and then provide definitions such as:

- Third World “means the former colonial or semi-colonial countries in Africa, Asia, and Latin America that were subject to European (or rather pan-European, including American and Russian) economic or political domination.”

Source: Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of Our Times* (New York: Cambridge UP, 2005), 3.

- “When two opposing blocs—one led by the United States (first), the other led by the USSR (second)—appeared to dominate world politics. . . . the Third World consisted of economically and technologically less developed countries belonging to neither bloc.”

Source: “Third World,” Microsoft® Encarta® Online Encyclopedia 2006; <http://encarta.msn.com>

Modify the class definition based on these definitions.

4. Tell students that this unit will explore the relationships among the three “worlds” of the Cold War. You will explore the question: “How did the opposing ideologies of the United States and the Soviet Union affect political, cultural, and economic developments in the Third World?”

### ***Capitalist Ideology***

1. Pose the guiding question for *this* lesson: Why were the ideologies of the United States and the Soviet Union in opposition? What ideas and values underlie capitalism and communism?

2. Ask students what they know about the ideas underlying capitalism. Make sure that the following principles of capitalism arise from your discussion:
  - a. Land and capital (that is, buildings, machines, and other equipment used to produce goods and services) are privately owned.
  - b. Economic activity is regulated by buyers and sellers in markets in what is termed a market economy.
  - c. Owners and the workers they employ are free to pursue their own self-interests and seek maximum gain for their resources and services. In seeking their own self-interest, consumers are free to spend their incomes as they wish. This will, in turn, produce competition between producers to turn out better goods and services in order to yield maximum gain.
  - d. Government intervention should be minimal; competition is key in the regulation of the economy.
3. Introduce *An Inquiry into the Nature and Causes of the Wealth of Nations* and divide students into reading groups. Distribute Student Handouts 1.1, 1.2, and 1.3. Ask each group to concentrate on reading and analyzing a different excerpt and summarizing it for the class.
4. Discuss *The Wealth of Nations* and the principles of capitalism as an ideology. Try to tie capitalism to liberalism and discuss the importance of personal freedom. How do the principles of capitalism drive people's actions and their interactions with one another?

### ***Communist Ideology***

1. Turn to communism, asking students what they know about it. Make sure the following principles of communism arise in your discussion:
  - a. It establishes a system in which property is owned by the community rather than the individual.
  - b. It seeks to establish a classless society with all people enjoying economic and social equality.
  - c. Government intervention should be minimal or non-existent.

Remind students that you are trying to figure out what beliefs and values formed the foundation of capitalism and communism and why the two ideologies stood in opposition to one another. What do they notice so far? What are the differences between capitalism and communism? Are there similarities? Why might they be so incompatible?

2. Read and discuss the excerpts from Student Handout 1.4, *The Communist Manifesto*. Invite students to build upon the discussion of capitalism versus communism either at the end or as you read. Call students' attention to places where Marx speaks directly to some of the ideas put forth by Smith. Try to fold into the discussion the idea of *liberty* in capitalism and *equality* in communism.

### ***The Opposing Ideologies and the Beginnings of the Cold War***

1. Explain to students that fear of Soviet domination and the spread of communist ideology to other countries led the United States to develop a foreign policy of "containment." Containment was aimed at preventing the spread of communism by diplomatic, political, and economic means.
2. Finally, ask students to read excerpts from Student Handout 1.5, *The Truman Doctrine*. Discuss the document in light of what students now know about capitalist versus communist ideologies. How does the *Truman Doctrine* represent the emerging Cold War? Although the *Truman Doctrine* was concerned with developments in Eastern Europe, how might the policy of containment it outlines affect United States policy toward Third World countries? Consider the definition of the Third World and economic, political, and cultural factors.

### **Assessment**

Throughout the lesson, students' understanding can be assessed through the discussion of communism versus capitalism and possibly through individual written summaries of the readings. At the end of the lesson, ask students to write a 1-2 page essay addressing the questions: What ideas and values underlie capitalism and communism? Why were the ideologies of the United States and the Soviet Union in opposition? How might these opposing ideologies result in political, economic, and cultural developments in the Third World? Students should use evidence from the Student Handouts to support their arguments.

## Lesson 1

### *Student Handout 1.1—Excerpts from: An Inquiry into the Nature and Causes of the Wealth of Nations, by Adam Smith: On the Division of Labor*

Adam Smith (1723-1790), a Scottish philosopher and economist, is widely credited with originating the key principles of capitalism. Published in 1776, *An Inquiry into the Nature and Causes of the Wealth of Nations* is Smith's treatise outlining those principles. In it, he argues that the combination of individual property, self-interest, and competition would regulate the economy with minimal government intervention—"as if by an invisible hand." In the excerpt below, consider: What is Smith's argument? What capitalist economic principle is he describing?

**Book I, Chapter 1.** *Of the Division of Labor:* THE greatest improvement in the productive powers of labor, and the greater part of the skill, dexterity, and judgment with which it is anywhere directed, or applied, seem to have been the effects of the division of labor. ...

The division of labor, so far as it can be introduced, occasions, in every art, a proportionable increase of the productive powers of labor. ... This great increase of the quantity of work which, in consequence of the division of labor, the same number of people are capable of performing, is owing to three different circumstances; *first*, to the increase of dexterity in every particular workman; *secondly*, to the saving of the time which is commonly lost in passing from one species of work to another; and *lastly*, to the invention of a great number of machines which facilitate and abridge labor, and enable one man to do the work of many. ...

It is the great multiplication of the productions of all the different arts, in consequence of the division of labor, which occasions, in a well-governed society, that *universal opulence* which extends itself to the lowest ranks of the people. Every workman has a great quantity of his own work to dispose of beyond what he himself has occasion for; and every other workman being exactly in the same situation, he is enabled to exchange a great quantity of his own goods for a great quantity, or, what comes to the same thing, for the price of a great quantity of theirs. He supplies them abundantly with what they have occasion for, and they accommodate him as amply with what he has occasion for, and a general plenty diffuses itself through all the different ranks of the society. ...

**Book I, Chapter 2.** *Of the Principle which gives occasion to the Division of Labor:* THIS division of labor, from which so many advantages are derived, is not originally the effect of any human wisdom, which foresees and intends that universal opulence to which it gives occasion. It is the necessary, though very slow and gradual consequence of a certain propensity in human nature which has in view no such extensive utility; the propensity to truck, [barter](#), and exchange one thing for another. ... Man has almost constant occasion for the help of his brethren, and it is in vain for him to expect it from their benevolence only. He will be more likely to prevail if he can interest their self-love in his favor, and show them that it is for their own advantage to do for him what he requires of them. Whoever offers to another a bargain of any kind, proposes to do this. Give me that which I want, and you shall have this which you want, is the meaning of every

such offer; and it is in this manner that we obtain from one another the far greater art of those good offices which we stand in need of. It is not from the benevolence of the butcher, the brewer, or the baker that we expect our dinner, *but from their regard to their own interest* ...

**Book I, Chapter 4. *Of the Origin and Use of Money*:** WHEN the division of labor has been once thoroughly established, it is but a very small part of a man's wants which the produce of his own labor can supply. He supplies the far greater part of them by exchanging that surplus part of the produce of his own labor, which is over and above his own consumption, for such parts of the produce of other men's labor as he has occasion for. Every man thus lives by exchanging, or becomes in some measure a merchant, and the society itself grows to be what is properly a *commercial society*. ...

Source: *Modern History Sourcebook*, Internet History Sourcebook Project, ed. Paul Halsall,  
<http://www.fordham.edu/halsall/mod/adamsmith-summary.html>

## Lesson 1

### *Student Handout 1.2—Excerpts from: An Inquiry into the Nature and Causes of the Wealth of Nations, by Adam Smith: On Commodities*

Adam Smith (1723-1790), a Scottish philosopher and economist, is widely credited with originating the key principles of capitalism. Published in 1776, *An Inquiry into the Nature and Causes of the Wealth of Nations* is Smith's treatise outlining those principles. In it, he argues that the combination of individual property, self-interest, and competition would regulate the economy with minimal government intervention—"as if by an invisible hand." In the excerpt below, consider: What is Smith's argument? What capitalist economic principle is he describing?

**Book I, Chapter 5.** *Of the Real and Nominal Price of Commodities, or their Price in Labor, and their Price in Money:* EVERY man is rich or poor according to the degree in which he can afford to enjoy the necessaries, conveniences, and amusements of human life. But after the division of labor has once thoroughly taken place, it is but a very small part of these with which a man's own labor can supply him. The far greater part of them he must derive from the labor of other people, and he must be rich or poor according to the quantity of that labor which he can command, or which he can afford to purchase. The value of any commodity, therefore, to the person who possesses it, and who means not to use or consume it himself, but to exchange it for other commodities, is equal to the quantity of labor which it enables him to purchase or command. Labor, therefore, is the real measure of the exchangeable value of all commodities. ...

The real price of everything, what everything really costs to the man who wants to acquire it, is the toil and trouble of acquiring it. What everything is really worth to the man who has acquired it, and who wants to dispose of it or exchange it for something else, is the toil and trouble which it can save to himself, and which it can impose upon other people. What is bought with money or with goods is purchased by labor as much as what we acquire by the toil of our own body. That money or those goods indeed save us this toil. ...

**Book I, Chapter 6.** *Of the Component Parts of the Price of Commodities:* ... It is natural that what is usually the produce of two days' or two hours' labor, should be worth double of what is usually the produce of one day's or one hour's labor. If the one species of labor should be more severe than the other, some allowance will naturally be made for this superior hardship; and the produce of one hour's labor in the one way may frequently exchange for that of two hours' labor in the other. ...

As soon as stock has accumulated in the hands of particular persons, some of them will naturally employ it in setting to work industrious people, whom they will supply with materials and subsistence, in order to make a profit by the sale of their work, or by what their labor adds to the value of the materials. In exchanging the complete manufacture either for money, for labor, or for other goods, over and above what may be sufficient to pay the price of the materials, and the wages of the workmen, something must be given for the profits of the undertaker of the work who hazards his stock in this adventure. The value which the workmen add to the materials,

therefore, resolves itself in this ease into two parts, of which the one pays their wages, the other the profits of their employer upon the whole stock of materials and wages which he advanced ...

In this state of things, the whole produce of labor does not always belong to the laborer. He must in most cases share it with the owner of the stock which employs him. Neither is the quantity of labor commonly employed in acquiring or producing any commodity, the only circumstance which can regulate the quantity which it ought commonly to purchase, command, or exchange for. An additional quantity, it is evident, must be due for the profits of the stock which advanced the wages and furnished the materials of that labor. ... The real value of all the different component parts of price, it must be observed, is measured by the quantity of labor which they can, each of them, purchase or command. Labor measures the value not only of that part of price which resolves itself into labor, but of that which resolves itself into rent, and of that which resolves itself into profit. In every society the price of every commodity finally resolves itself into someone or other, or all of those three parts; and in every improved society, all the three enter more or less, as component parts, into the price of the far greater part of commodities. ...

Source: *Modern History Sourcebook*, Internet History Sourcebook Project, ed. Paul Halsall,  
<http://www.fordham.edu/halsall/mod/adamsmith-summary.html>

## Lesson 1

### *Student Handout 1.3—Excerpts from: An Inquiry into the Nature and Causes of the Wealth of Nations, by Adam Smith: On the Wages of Labor*

Adam Smith (1723-1790), a Scottish philosopher and economist, is widely credited with originating the key principles of capitalism. Published in 1776, *An Inquiry into the Nature and Causes of the Wealth of Nations* is Smith's treatise outlining those principles. In it, he argues that the combination of individual property, self-interest, and competition would regulate the economy with minimal government intervention—"as if by an invisible hand." In the excerpt below, consider: What is Smith's argument? What capitalist economic principle is he describing?

**Book I, Chapter 8.** *Of the Wages of Labor:* THE produce of labor constitutes the natural recompense or wages of labor. ...

... A man must always live by his work, and his wages must at least be sufficient to maintain him. They must even upon most occasions be somewhat more; otherwise it would be impossible for him to bring up a family, and the race of such workmen could not last beyond the first generation. ...

When the landlord, annuitant, or monied man, has a greater revenue than what he judges sufficient to maintain his own family, he employs either the whole or a part of the surplus in maintaining one or more menial servants. Increase this surplus, and he will naturally increase the number of those servants. When an independent workman, such as a weaver or shoemaker, has got more stock than what is sufficient to purchase the materials of his own work, and to maintain himself till he can dispose of it, he naturally employs one or more journeymen with the surplus, in order to make a profit by their work. Increase this surplus, and he will naturally increase the number of his journeymen. The demand for those who live by wages, therefore, necessarily increases with the increase of the revenue and stock of every country, and cannot possibly increase without it. The increase of revenue and stock is the increase of national wealth. ...

Is this improvement in the circumstances of the lower ranks of the people to be regarded as an advantage or as an inconvenience to the society? The answer seems at first sight abundantly plain. Servants, laborers, and workmen of different kinds, make up the far greater part of every great political society. But what improves the circumstances of the greater part can never be regarded as an inconvenience to the whole. No society can surely be flourishing and happy, of which the far greater part of the members are poor and miserable. It is but equity, besides, that they who feed, clothe, and lodge the whole body of the people, should have such a share of the produce of their own labor as to be themselves tolerably well fed, clothed, and lodged.

The liberal reward of labor, as it encourages the propagation, so it increases the industry of the common people. The wages of labor are the encouragement of industry, which, like every other human quality, improves in proportion to the encouragement it receives. A plentiful subsistence increases the bodily strength of the laborer, and the comfortable hope of bettering his condition,

and of ending his days perhaps in ease and plenty, animates him to exert that strength to the utmost. Where wages are high, accordingly, we shall always find the workmen more active, diligent, and expeditious than where they are low.

Source: *Modern History Sourcebook*, Internet History Sourcebook Project, ed. Paul Halsall,  
<http://www.fordham.edu/halsall/mod/adamsmith-summary.html>

## Lesson 1

### *Student Handout 1.4—Excerpts from: The Communist Manifesto, by Karl Marx and Friedrich Engels*

Written by Karl Marx in collaboration with Friedrich Engels, the *Communist Manifesto* was published in 1848 and, although it did not have an immediate impact, it became one of the most widely read and discussed documents of the twentieth century. In it, Marx attempts to separate communism, what he views as an advanced form of socialism, from earlier utopian forms of socialism. He sees communism as a natural historical offspring of capitalism, just as capitalism was the natural historical offspring of feudalism. Marx's logic served as a rationale for communist leaders like Vladimir I. Lenin, Joseph Stalin, and Mao Zedong to spread the ideology of communism. As you read, consider the following: What is Marx's defense of communism? How does the ideology of communism stand in opposition to capitalism?

#### **Prologue**

A specter is haunting Europe—the specter of communism. ...

Two things result from this fact:

I. Communism is already acknowledged by all European powers to be itself a power.

II. It is high time that communists should openly, in the face of the whole world, publish their views, their aims, their tendencies, and meet this nursery tale of the specter of communism with a manifesto of the party itself.

#### **Part I: Bourgeois and Proletarians**

The history of all hitherto existing society is the history of class struggles.

Freeman and slave, patrician and plebeian, lord and serf, guildmaster and journeyman, in a word, oppressor and oppressed, stood in constant opposition to one another, carried on an uninterrupted, now hidden, now open fight, a fight that each time ended, either in a revolutionary reconstitution of society at large, or in the common ruin of the contending classes.

In the earlier epochs of history, we find almost everywhere a complicated arrangement of society into various orders, a manifold gradation of social rank. In ancient Rome we have patricians, knights, plebeians, slaves; in the Middle Ages, feudal lords, vassals, guild-masters, journeymen, apprentices, serfs; in almost all of these classes, again, subordinate gradations.

The modern bourgeois society that has sprouted from the ruins of feudal society has not done away with class antagonisms. It has but established new classes, new conditions of oppression, new forms of struggle in place of the old ones.

Our epoch, the epoch of the **bourgeoisie**, possesses, however, this distinctive feature: It has simplified the class antagonisms. Society as a whole is more and more splitting up into two great hostile camps, into two great classes directly facing each other—bourgeoisie and proletariat. ...

Modern industry has established the world market, for which the discovery of America paved the way. This market has given an immense development to commerce, to navigation, to communication by land. This development has, in its turn, reacted on the extension of industry; and in proportion as industry, commerce, navigation, railways extended, in the same proportion the bourgeoisie developed, increased its capital, and pushed into the background every class handed down from the Middle Ages.

We see, therefore, how the modern bourgeoisie is itself the product of a long course of development, of a series of **revolutions** in the modes of production and of exchange.

Each step in the development of the bourgeoisie was accompanied by a corresponding political advance of that class. An oppressed class under the sway of the feudal nobility, it became an armed and self-governing association in the medieval commune; here independent urban republic (as in Italy and Germany), there taxable “third estate” of the monarchy (as in France); afterwards, in the period of manufacture proper, serving either the semi-feudal or the absolute monarchy as a counterpoise against the nobility, and, in fact, cornerstone of the great monarchies in general—the bourgeoisie has at last, since the establishment of modern industry and of the world market conquered for itself, in the modern representative state, exclusive political sway. The executive of the modern state is but a committee for managing the common affairs of the whole bourgeoisie.

The bourgeoisie has played a most revolutionary role in history.

The bourgeoisie, wherever it has got the upper hand, has put an end to all feudal, patriarchal, idyllic relations. It has pitilessly torn asunder the motley feudal ties that bound man to his “natural superiors,” and has left no other bond between man and man than naked self-interest, than callous “cash payment.” It has drowned the most heavenly ecstasies of religious fervor, of chivalrous enthusiasm, of philistine sentimentalism, in the icy water of egotistical calculation. It has resolved personal worth into exchange value, and in place of the numberless indefeasible chartered freedoms, has set up that single, unconscionable freedom—Free Trade. In one word, for exploitation, veiled by religious and political illusions, it has substituted naked, shameless, direct, brutal exploitation.

## **Part II: Proletarians and Communists**

What else does the history of ideas prove, than that intellectual production changes its character in proportion as material production is changed? The ruling ideas of each age have ever been the ideas of its ruling class.

When people speak of ideas that revolutionize society, they do but express the fact that within the old society the elements of a new one have been created, and that the dissolution of the old ideas keeps even pace with the dissolution of the old conditions of existence.

When the ancient world was in its last throes, the ancient religions were overcome by Christianity. When Christian ideas succumbed in the eighteenth century to rationalist ideas, feudal society fought its death-battle with the then revolutionary bourgeoisie. The ideas of religious liberty and freedom of conscience, merely gave expression to the sway of free competition within the domain of knowledge.

“Undoubtedly,” it will be said, “religion, moral, philosophical, and juridical ideas have been modified in the course of historical development. But religion, morality, philosophy, political science, and law, constantly survived this change.”

“There are, besides, eternal truths, such as Freedom, Justice, etc., that are common to all states of society. But communism abolishes eternal truths, it abolishes all religion, and all morality, instead of constituting them on a new basis; it therefore acts in contradiction to all past historical experience.”

What does this accusation reduce itself to? The history of all past society has consisted in the development of class antagonisms, antagonisms that assumed different forms at different epochs. But whatever form they may have taken, one fact is common to all past ages, viz., the exploitation of one part of society by the other. No wonder, then, that the social consciousness of past ages, despite all the multiplicity and variety it displays, moves within certain common forms, or general ideas, which cannot completely vanish except with the total disappearance of class antagonisms.

The Communist revolution is the most radical rupture with traditional property relations; no wonder that its development involves the most radical rupture with traditional ideas.

#### **Part IV: Position of the Communists in Relation to the Various Existing Opposition Parties**

In short, the Communists everywhere support every revolutionary movement against the existing social and political order of things.

In all these movements they bring to the front, as the leading question in each case, the property question, no matter what its degree of development at the time.

Finally, they labor everywhere for the union and agreement of the democratic parties of all countries.

The Communists disdain to conceal their views and aims. They openly declare that their ends can be attained only by the forcible overthrow of all existing social conditions. Let the ruling classes tremble at a Communist revolution. The proletarians have nothing to lose but their chains. They have a world to win.

Workingmen of all countries, unite!

Source: *Modern History Sourcebook*, Internet History Sourcebook Project, ed. Paul Halsall,  
<http://www.fordham.edu/halsall/mod/modsbook33.html>

## Lesson 1

### *Student Handout 1.5—Excerpts from: The Truman Doctrine (March 12, 1947)*

Issued March 12, 1947, by President Harry S. Truman, the *Truman Doctrine* aimed to offer \$400,000,000 in aid to anti-communist forces in Greece and Turkey. Its more significant impact however, was to lay out the US policy of “containment,” which would define the country’s foreign policy throughout the Cold War. As you read, consider the *Truman Doctrine* as an example of how the opposing ideologies of capitalism and communism were manifested in political and economic action.

Mr. President, Mr. Speaker, Members of the Congress of the United States:

The gravity of the situation which confronts the world today necessitates my appearance before a joint session of the Congress. The foreign policy and the national security of this country are involved.

One aspect of the present situation, which I present to you at this time for your consideration and decision, concerns Greece and Turkey.

The United States has received from the Greek Government an urgent appeal for financial and economic assistance. Preliminary reports from the American Economic Mission now in Greece and reports from the American Ambassador in Greece corroborate the statement of the Greek Government that assistance is imperative if Greece is to survive as a free nation.

I do not believe that the American people and the Congress wish to turn a deaf ear to the appeal of the Greek Government. ...

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 at a number of points, particularly along the northern boundaries. A Commission appointed by the United Nations Security Council is at present investigating disturbed conditions in northern Greece and alleged border violations along the frontier between Greece on the one hand and Albania, Bulgaria, and Yugoslavia on the other. ...

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 world is not static, and the status quo is not sacred. But we cannot allow changes in the status quo in violation of the Charter of the United Nations by such methods as coercion, or by such subterfuges as political infiltration. In helping free and independent nations to maintain their freedom, the United States will be giving effect to the principles of the Charter of the United Nations.

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.

Moreover, the disappearance of Greece as an independent state would have a profound effect upon those countries in Europe whose peoples are struggling against great difficulties to maintain their freedoms and their independence while they repair the damages of war.

It would be an unspeakable tragedy if these countries, which have struggled so long against overwhelming odds, should lose that victory for which they sacrificed so much. Collapse of free institutions and loss of independence would be disastrous not only for them but for the world. Discouragement and possibly failure would quickly be the lot of neighboring peoples striving to maintain their freedom and independence.

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. We must take immediate and resolute action. I therefore ask the Congress to provide authority for assistance to Greece and Turkey in the amount of \$400,000,000 for the period ending June 30, 1948. ...

In addition to funds, I ask the Congress to authorize the detail of American civilian and military personnel to Greece and Turkey, at the request of those countries, to assist in the tasks of reconstruction, and for the purpose of supervising the use of such financial and material assistance as may be furnished. I recommend that authority also be provided for the instruction

and training of selected Greek and Turkish personnel.

Finally, I ask that the Congress provide authority which will permit the speediest and most effective use, in terms of needed commodities, supplies, and equipment, of such funds as may be authorized. ...

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.

Source: *Modern History Sourcebook*, Internet History Sourcebook Project, ed. Paul Halsall,  
<http://www.fordham.edu/halsall/mod/1947TRUMAN.html>

## *Lesson 2*

### *The Korean War: A Case of Competing Ideologies*

#### **Preparation**

Prepare the Teacher Overhead (You Are Now Crossing the 38<sup>th</sup> Parallel) for projection. (This image is also available online on the Wikipedia article on the Korean War.) Prepare copies of Student Handouts 2.1 and 2.2. Note: depending on how much information you want students to gather during this lesson, you may want to create a bigger chart (Student Handout 2.1). Locate the section in your textbook or other source that covers Korea during and after World War II and the Korean War. Write the page numbers for the pertinent sections on the board or overhead. Alternatively, print and copy online encyclopedia entries for the history of the Korean War and the Cold War.

#### **Introduction**

In this lesson, students use primary and secondary materials to complete a chart outlining the various interests that countries and organizations had in the Korean peninsula during and after World War II. Students will also connect those interests and the events of the Korean War to the larger Cold War patterns by developing a persuasive argument about the significance of the Korean War in the history of the Cold War and in world history. The goal of this lesson is to have students delve a little more in depth into one Cold War event—a case of the United States and the Soviet Union clashing over influence in a Third World region—and then connect that event to larger Cold War patterns.

#### **Activities**

1. To introduce the lesson, display the overhead showing United Nations troops retreating southward across Korea's 38<sup>th</sup> Parallel in September, 1950 following the entry of Chinese forces into the war on the side of North Korea. Before telling students what the image represents, ask them what they see in the picture and if they know what event the picture represents. (Students may have prior knowledge of the 38<sup>th</sup> Parallel in the history of the Korean War, or they might know that Korea is still divided along the 38<sup>th</sup> Parallel). Ask students if they are familiar with the term *containment*. Explain to students that containment was a US policy for limiting Soviet expansion during the Cold War. Explain to students that the Korean War was one instance of the United States engaging in the policy of containment and that they will be researching more about the origins of the Korean War during this lesson.
2. Point to a map of Asia (either in the classroom or in the textbook). Ask students to locate the Korean peninsula and the 38<sup>th</sup> Parallel. Explain to students that in this lesson they will be studying the origins and events of the Korean War as a case study of the Cold War and how the competing ideologies of the United States and the Soviet Union led to conflict over Third World regions. You may want to ask students to summarize what they learned in Lesson 1.

3. Divide students into groups of three or four. Explain to students that each will fill in a chart in consultation with group members. Distribute Student Handouts 2.1 and 2.2. Explain that the first handout contains the chart and some questions, and the second handout contains primary and secondary sources that they will use to fill out their charts. Explain to students that they should take care to note the date and country of origin of each of the primary documents. Point out the textbook page numbers on the board. Suggest to students that they follow these steps in completing their charts:
  - a. Read all materials individually, including the Student Handouts and the sections in the text. Students may want to read the sections in the text first to get an overview before analyzing the Student Handout.
  - b. Discuss and complete the chart with group members.
4. After students have completed the charts, call the students together as a class. Ask each group to discuss one country or organization's interest in the Korean peninsula. Discuss any discrepancies between groups. Ask students to discuss connections between these interests, the events of the Korean War, and larger Cold War patterns. Prompt students to include specific examples from the previous lesson and/or the previous Landscape Teaching Unit (9.1: World Politics and Global Economy after World War II). Tell students that they may want to take notes during the discussion. Students may use these notes to complete the final unit assessment. In addition, students may continue to fill in the right-hand column of the chart as they move through the remainder of the unit. Conclude the lesson by discussing the outcomes of the Korean War.



**The Demilitarized Zone at the 38<sup>th</sup> Parallel still divides North and South Korea today.**

Photo by R. Dunn

**Assessment**

Charts may be collected and evaluated.

The teacher may assess student understanding of the Korean War as a case of larger Cold War patterns with the summative unit assessment, which asks the students to formulate an answer to the unit problem: How did the opposing ideologies of the United States and the Soviet Union affect political, cultural, and economic developments in the Third World? To prepare students for the final essay, have them complete the following prompts:

- The Korean conflict represents a significant case of the clash of Cold War ideologies because ...
- I know this because ...

## Lesson 2

### *Teacher Overhead—You Are Now Crossing the 38<sup>th</sup> Parallel*



"Korean War," Microsoft® Encarta® Online Encyclopedia 2006  
<http://encarta.msn.com>

**Lesson 2*****Student Handout 2.1—Origins of the Korean War***

Directions to students: Using your textbook and additional resources, fill in the following chart to describe the interests that various countries and organizations had in the Korean peninsula before and during the Korean War. You should note if these interests changed over time or if certain individuals or groups in these countries had varying or competing interests. Be sure to note your sources when you fill in the chart. In the right-hand column, use what you have learned so far in this unit to describe connections between the interests and actions of countries in the Korean conflict and larger Cold War patterns.

<b>Country</b>	<b>Interest in Korea during WWII</b>	<b>Interest in Korea after WWII</b>	<b>Actions taken in Korea in 1950-1951</b>	<b>Connections to Cold War patterns</b>
Soviet Union				
United States				
China				
United Nations				

1. What were Kim Il-Sung's goals before and during the Korean War?

2. What were Syngman Rhee's goals before and during the Korean War?

## Lesson 2

### *Student Handout 2.2—Origins of the Korean War*

#### Source 1

##### **Dean Rusk, Department of State, Office of United Nations Affairs employee in 1945**

Rusk was US Secretary of State, 1961-1969.

During a meeting on August 14, 1945, Colonel Charles Bonesteel and I retired to an adjacent room late at night and studied intently a map of the Korean peninsula. Working in haste and under great pressure, we had a formidable task: to pick a zone for the American occupation. ... Using a National Geographic map, we looked just north of Seoul for a convenient dividing line but could not find a natural geographic line. We saw instead the 38<sup>th</sup> parallel and decided to recommend that. ... [The State and War Departments] accepted it without too much haggling, and surprisingly, so did the Soviets. ... [The] choice of the thirty-eighth parallel, recommended by two tired colonels working late at night, proved fateful.

Source: "The Korean War." *Harry S. Truman Museum and Library*, 2006, [http://www.trumanlibrary.org/whistlestop/study\\_collections/korea/large/world.htm](http://www.trumanlibrary.org/whistlestop/study_collections/korea/large/world.htm)

#### Source 2

##### **Resolutions of the United Nations General Assembly regarding the problem of the independence of Korea, November 14, 1947**

*Inasmuch as* the Korean question which is before the General Assembly is primarily a matter before the Korean people itself and concerns its freedom and independence, and

*Recognizing* that this question cannot be correctly and fairly resolved without the participation of representatives of the indigenous population,

The General Assembly

1. *Resolves* that elected representatives of the Korean people be invited to take part in the consideration of the question;

2. *Further resolves* that in order to facilitate and expedite such participation and to observe that the Korean representatives are in fact duly elected by the Korean people and not mere appointees by military authorities in Korea, there be forthwith established a United Nations Temporary Commission on Korea, to be present in Korea, with right to travel, observe, and consult throughout Korea. ...

*Hundred-and-twelfth plenary meeting, 14 November 1947.*

Source: "Resolutions of the General Assembly Regarding the Problem of the Independence of Korea, November 14, 1947," *International Organization* 2, 1 (Feb. 1948): 196-8.

**Source 3****General Douglas MacArthur. Congressional testimony, May 3, 1951**

My mission was to clear out all North Korea, to unify it and to liberalize it.

Source: "The Korean War." *Harry S. Truman Museum and Library*, 2006,  
[http://www.trumanlibrary.org/whistlestop/study\\_collections/korea/large/world.htm](http://www.trumanlibrary.org/whistlestop/study_collections/korea/large/world.htm)

**Source 4****Secretary of State Dean Acheson. Congressional testimony, June 1, 1951**

At the end of September, there were reports which were sent out through the Government of India that statements that had been made to their representatives by Chinese officials that if we crossed the thirty-eighth parallel, they would intervene.

Those were important matters to be considered, and they were considered; and on the 3<sup>rd</sup> of October, for instance, the Chinese Communist Foreign Minister [Chou En-lai] informed the Indian Ambassador [K. M. Pannikar], at Peiping [Beijing], that if the United States forces, or UN forces crossed the thirty-eighth parallel, China would send troops to the Korean frontier to defend North Korea.

That was a cryptic statement made by him. He said that this action would not be taken if only South Korean troops crossed the parallel.

That was a matter which had to be given very considerable attention, and information to that effect was given to General MacArthur.

At the time this statement was made, the United Nations was preparing to vote on its resolution, finally adopted by the General Assembly on October 7. It was acted on by Committee One, on October 4, so that you also have to keep in mind that perhaps this statement was put out to have some effect on that vote.

Source: "The Korean War." *Harry S. Truman Museum and Library*, 2006,  
[http://www.trumanlibrary.org/whistlestop/study\\_collections/korea/large/world.htm](http://www.trumanlibrary.org/whistlestop/study_collections/korea/large/world.htm)

**Source 5****Excerpt from *U.S. Policy in the Korean Conflict, July 1950-February 1951*, US Department of State Publication No. 4263 (Washington: U.S.G.P.O., 1951), 14-16**

This report covers the period from December 15, 1949 to September 4, 1950.

**Analysis and Conclusions**

*A. Responsibility for the aggression.* The invasion of the territory of the Republic of Korea by the armed forces of the North Korean authorities, which began on June 25, 1950, was an act of aggression initiated without warning and without provocation, in execution of a carefully prepared plan.

This plan of aggression, it is now clear, was an essential part of the policy of the North Korean authorities, the object of which was to secure control over the whole of Korea. If control could not be gained by peaceful means, it would be achieved by overthrowing the Republic of Korea, either by undermining it from within or, should that prove ineffective, by resorting to direct aggression. As the methods used for undermining the Republic from within proved unsuccessful, the North Korean authorities launched an invasion of the territory of the Republic of Korea.

*B. Origin and nature of the conflict.* The origin of the conflict is to be found in the artificial division of Korea and in the failure, in 1945, of the occupying Powers to reach agreement on the method to be used for giving independence to Korea. This failure was not due to anything inherent in the attitude of the people of Korea themselves, but was a reflection of those wider and more fundamental differences of outlook and policy, which have become so marked a feature of the international scene.

This artificial division was consolidated by the exclusion from North Korea of the United Nations Temporary Commission, which had been charged by the General Assembly to observe the holding of elections on a democratic basis in the whole of Korea. In the circumstances, it was decided to hold such elections in South Korea alone.

Had internationally supervised elections been allowed to take place in the whole of Korea, and had a unified and independent Korea thereby come into existence, the present conflict could never have arisen. ...

*E. Korean needs and aspirations.* Serious problems of reconstruction and rehabilitation, particularly the grave refugee problem, already confront the country. To these problems will be added problems of yet greater magnitude when the military conflict comes to an end. It will be quite beyond the capacity of the country to provide from its own resources means for rehabilitation. A healthy and viable democracy in Korea cannot come into being unless very considerable aid and assistance are provided from outside Korea.

Finally, as the division of the country and the resulting antagonisms were artificial, the Commission believes that, when the conditions under which they arose disappear, it will be possible for the Korean people of both North and South to come again together, to live in peace and to build the strong foundations of a free, democratic Korea. . . .

Source: *Modern History Sourcebook*, 1998. Modern History Sourcebook Project, Paul Hasall, ed., <http://www.fordham.edu/halsall/mod/1950-korea-un1.html>

### Source 6

#### **Andrei A. Gromyko: On American intervention in Korea. July 4, 1950**

The events now taking place in Korea broke out on June 25 as the result of a provocative attack by the troops of the South Korean authorities on the frontier areas of the Korean People's Democratic Republic. This attack was the outcome of a premeditated plan.

From time to time Syngman Rhee himself and other representatives of the South Korean authorities had blurted out the fact that the South Korean Syngman Rhee clique had such a plan.

As long ago as October 7, 1949, Syngman Rhee, boasting of success in training his army, stated outright, in an interview given to an American *United Press* correspondent, that the South Korean Army could capture Pyongyang in the course of three days.

On October 31, 1949, Sin Sen Mo, Defense Minister of the Syngman Rhee Government, also told newspaper correspondents that the South Korean troops were strong enough to act and take Pyongyang within a few days. Only one week before the provocative attack of the South Korean troops on the frontier areas of the Korean People's Democratic Republic, Syngman Rhee said, in a speech on June 19 in the so-called "National Assembly" where Mr. Dulles, adviser to the US State Department, was present: "If we cannot protect democracy in the cold war, we shall win in a hot war."

It is not difficult to understand that representatives of the South Korean authorities could only make such statements because they felt that they had American support behind them. One month before the present developments in Korea, on May 19, 1950, Mr. Johnson, chief American administrator of aid to Korea, told the American Congress House of Representatives' Appropriations Committee that 100,000 officers and men of the South Korean Army, equipped with American weapons and trained by the American Military Mission, had completed their preparations and could begin war at any time.

It is known that only a few days before the Korean events, the United States Defense Secretary, Mr. Johnson, the Chief of the General Staff of the United States Armed Forces, General Bradley, and the State Department adviser, Mr. Dulles, arrived in Japan and had special conferences with General MacArthur, and that afterwards Mr. Dulles visited South Korea and went to frontier areas on the 38<sup>th</sup> Parallel.

Only one week before the events—on June 19—Mr. Dulles, adviser to the State Department, declared in the above-mentioned “National Assembly” of South Korea that the United States was ready to give all necessary moral and material support to South Korea, which was fighting against Communism.

These facts speak for themselves and need no comment. ...

The United States Government tries to justify armed intervention against Korea by alleging that it was undertaken on the authorization of the Security Council. The falsity of such an allegation strikes the eye.

What really happened? It is known that the United States Government had started armed intervention in Korea before the Security Council was summoned to meet on June 27, without taking into consideration what decision the Security Council might take. Thus the United States Government confronted the United Nations Organization with a *fait accompli*, with a violation of peace.

The Security Council merely rubber-stamped and back-dated the resolution proposed by the United States Government, approving the aggressive actions which this Government had undertaken. ...

The illegal resolution of June 27, adopted by the Security Council under pressure from the United States Government, shows that the Security Council is acting, not as a body which is charged with the main responsibility for the maintenance of peace, but as a tool utilized by the ruling circles of the United States for unleashing war. This resolution of the Security Council constitutes a hostile act against peace.

If the Security Council valued the cause of peace, it should have attempted to reconcile the fighting sides in Korea before it adopted such a scandalous resolution. Only the Security Council and the United Nations Secretary-General could have done this. However, they did not make such an attempt, evidently knowing that such peaceful action contradicts the aggressors' plans.

Source: *Modern History Sourcebook*, Internet History Sourcebook Project, Paul Halsall, ed., <http://www.fordham.edu/halsall/mod/1950-gromyko-korea.html>

**Source 7****CIA Report on the likelihood of Soviet or Chinese intervention in the event of an invasion of North Korea. September 27, 1950**

Despite statements by Chou En Lai and troop movements in Manchuria ... there are no convincing indications of an actual Chinese Communist intention to resort to full-scale intervention in Korea. ... From a military standpoint the most favorable time for intervention in Korea has passed. ...

While full-scale Chinese Communist intervention in Korea must be regarded as a continuing possibility, a consideration of all known factors leads to the conclusion that barring a Soviet decision for global war, such action is not probable in 1950. During this period, intervention will probably be confined to continued covert assistance to the North Koreans. The consensus of the US top military is that the Russians are not ready for global war while China is not militarily capable of unilateral intervention—namely, there will be no Soviet or Chinese communist intervention in Korea.

Source: *TeachingAmericanHistory.Org*, 2006. Ashbrook Center for Public Affairs, <http://teachingamericanhistory.org/library/index.asp?documentprint=911>

**Source 8****Excerpt from broadcast on Radio Peking. October 10, 1950**

The American War of intervention in Korea has been a serious menace to the security of China from the very start. ... The Chinese people cannot stand idly by with regard to such a serious situation—created by the invasion of Korea by the United States and its accomplice countries and to the dangerous trend toward extending the war. The Chinese people firmly advocate a peaceful resolution to the Korean problem and are firmly opposed to the extension of the Korean War by America.

Source: *TeachingAmericanHistory.Org*, 2006. Ashbrook Center for Public Affairs, <http://teachingamericanhistory.org/library/index.asp?documentprint=912>

**Source 9****Stalin's meeting with Kim Il Sung. March 5, 1949**

Kim Il Sung asks for economical aid over a period of six years, reports on the status of American soldiers in South Korea, and mentions his country's lack of trade with other Southeast Asian countries.

... Kim Il Sung says that after the liberation of Korea by Soviet troops, the Soviet Government and the Soviet Army rendered aid to Korea in the matter of economic development, in the matter of the development of Korea along the democratic path, and that the Korean government understands that without further economic and cultural aid from the Soviet Union it will be difficult for the DPRK [Democratic People's Republic of Korea] to restore and develop its national economy and culture. The assistance of the Soviet Union is required for the further development of the Korean economy and culture.

Stalin asks what kind of aid.

Kim Il Sung answers—economic and cultural.

Stalin asks what precisely is needed.

Kim Il Sung says that they have confirmed a two year plan for the restoration and development of the national economy. They need economic assistance to fulfill this plan and to strengthen the foundation of the economy. They need machines, equipment, and spare parts for industry, communications, transport, and also for other branches of the national economy. They also need technical assistance: sending Soviet specialists to Korea, drafting plans for the construction of new objects (factories and plants), conducting geological exploratory work. ...

... Kim says that in the south of Korea there are still American troops and that intrigues against North Korea by the reactionaries are increasing, that they have infantry troops but sea defense almost does not exist. The help of the Soviet Union is needed in this.

Stalin asks how many American troops are in South Korea.

Kim answers that there are up to 20,000 men.

Shtykov—approximately 15-20 thousand men.

Stalin asks if there is a national Korean army in the south.

Kim answers that there is, the number is around 60,000 men.

Stalin asks if this number includes only regular army or also police.

Kim answers that it includes only regular army.

Stalin (joking) asks, and you are afraid of them?

Kim—No, we are not afraid, but we would like to have naval units.

Stalin asks which army is stronger—north or south.

Pak Hon-Yong answers that the northern army is stronger.

Stalin asks if there are dry docks in Korea left by the Japanese, for example, in Seisin or in other places of Korea.

Kim answers that there are none.

Shtykov reports that there are dry docks, but only small ones.

Stalin says that it is possible to render assistance in this, and that Korea needs to have military planes. ...

Source: *Cold War International History Project*, 2006. The Woodrow Wilson International Center for Scholars, [http://www.wilsoncenter.org/index.cfm?topic\\_id=1409&fuseaction=va2.browse&sort=Collection&item=The%20Korean%20War](http://www.wilsoncenter.org/index.cfm?topic_id=1409&fuseaction=va2.browse&sort=Collection&item=The%20Korean%20War)

**Source 10****Telegram from Stalin to Roshchin, with Message from Zhou Enlai. July 5, 1950**

In this telegram Stalin agrees with China regarding Indian intermediation on incorporating the People's Republic of China into the United Nations and denies authorizing Soviet planes over Manchurian territory. Stalin also advocates sending nine Chinese divisions to North Korea while providing Soviet air cover for these divisions.

Ciphered Telegram, Filippov (Stalin) to Soviet Ambassador in Beijing (N. V. Roshchin) with message for Zhou Enlai, 5 July 1950

CIPHERED TELEGRAM # 3172

Coded, only by wire

Submitted at 23:45 p.m. on 07/05/50

Distribution List – 3 copies: Stalin – 2, Molotov – 1

To BEIJING, [SOVIET] AMBASSADOR

Re Your ciphered telegrams ## 1112-1126

Tell Zhou Enlai the following:

1. We agree with the opinion of Chinese comrades regarding the Indian intermediation in the matter of admitting the People's [Republic of] China into the UN membership.
2. We consider it correct to concentrate immediately 9 Chinese divisions on the Chinese-Korean border for volunteers' actions in North Korea in the event of the enemy's crossing the 38<sup>th</sup> parallel. We will do our best to provide the air cover for these units.
3. Your report about the flights of the Soviet aircraft over the Manchurian territory has not been confirmed. But we have issued an order not to permit such overflights.

F I L I P P O V [STALIN]

\_373/sh

5.7.50 [5 July 1950]

Typed by Stepanova at 0:55 a.m. on 07/06/50

Source: *Cold War International History Project*, 2006. The Woodrow Wilson International Center for Scholars, [http://www.wilsoncenter.org/index.cfm?topic\\_id=1409&fuseaction=va2.browse&sort=Collection&item=The%20Korean%20War](http://www.wilsoncenter.org/index.cfm?topic_id=1409&fuseaction=va2.browse&sort=Collection&item=The%20Korean%20War)

## Lesson 3

### *Three “Worlds” Collide: The Cuban Missile Crisis*

#### **Preparation**

Locate the section on the Cuban Missile Crisis in your textbook or other resource. Make copies of Student Handouts 3.1 and 3.2. To help students complete both handouts, compile a list of resources on the Cuban Missile Crisis. For example, the *Avalon Project* website on the Cuban Missile Crisis (<http://www.yale.edu/lawweb/avalon/diplomacy/forrel/cuba/cuba044.htm>) has the primary sources students will need to complete the task described in Student Handout 3.2. It may be helpful for students if you present the first day of the Cuban Missile Crisis so they understand your expectations. You may need to provide materials like markers and poster board to help students create their presentations, depending on what they choose to do.

#### **Introduction**

The ideological conflict between the United States and the Soviet Union nearly resulted in nuclear war over the Cuban Missile Crisis of 1962. This lesson asks students to construct a timeline of events leading up to the crisis in an effort to understand the immediate causes of Cuba’s involvement and the crisis itself. The lesson then “zooms in” on the thirteen days known as the Cuban Missile Crisis, asking students to reconstruct the events and political decision-making process pertaining to those events through primary and secondary documents.

#### **Activities**

1. Ask students to read the section in their textbooks that describes the Cuban Missile Crisis.
2. Distribute Student Handout 3.1 and give students time to complete it, individually, in pairs, or in groups. Discuss students’ answers. Explain to students that the 13 days known as the Cuban Missile Crisis began on the day that Kennedy was shown the photographs of missiles in Cuba, October 16, 1962.
3. Distribute Student Handout 3.2. Explain to students that they will reconstruct the 13 days of the Cuban Missile Crisis using primary and secondary sources. At this point you may direct them to the websites, books, etc., you have compiled in preparation for this lesson. Assign pairs or groups of students to a day of the Cuban Missile Crisis.
4. After students have had time to prepare their presentation, allow time in class for them to present. Assess student understanding by asking students to tie each day together into a single story of the Cuban Missile Crisis, written or oral.
5. To conclude the lesson, ask students to compare the Korean War with the Cuban Missile Crisis. They may refer to their charts from Lesson 2.

**Lesson 3*****Student Handout 3.1—Cuban Missile Crisis Timeline***

The terms below represent significant events leading up to the thirteen days known as the Cuban Missile Crisis. Using the resources your teacher has provided, complete the chart below.

<b>Event</b>	<b>Date</b>	<b>Briefly describe the event</b>	<b>Briefly explain the event's significance</b>
Cuban Revolution			
Cuba's Agrarian Reform Law and the Urban Reform Law Passed			
US Embargo of Cuba			

<b>Event</b>	<b>Date</b>	<b>Briefly describe the event</b>	<b>Briefly explain the event's significance</b>
Khrushchev begins plans to supply Cuba with missiles			
Bay of Pigs Invasion			
US spy planes spot missiles in Cuba			
President Kennedy is shown photographs of the missiles in Cuba			

### Lesson 3

#### *Student Handout 3.2—Reconstructing the Cuban Missile Crisis*

**Background:** On October 16, 1962, National Security Advisor McGeorge Bundy revealed to President John F. Kennedy photographic evidence of both Soviet medium-range ballistic missiles (MRBMs) and intermediate-range ballistic missiles (IRBMs) in Cuba. If fired, the MRBMs



could reach Washington, DC, and the IRBMs could reach major US cities like New York, Chicago, and Los Angeles. Realizing the urgency of the situation, President Kennedy immediately gathered his closest advisors, who together became known as the Executive Committee of the National Security Council, or simply, EX-COMM. With the help of EX-COMM, Kennedy had to make a decision about what action to take in response to the Soviet placement of missiles in Cuba. The thirteen days including October 16 through October 28, 1962, are now referred to in the

United States as the Cuban Missile Crisis. The Cuban Missile Crisis was one of the most intense chapters in the Cold War, and one in which the “three worlds”—the US and Soviet superpowers, and a part of what became known as the Third World—collided.

**The Task:** Your task is to help reconstruct the thirteen days of the Cuban Missile Crisis. You and your group members will be assigned ONE of the thirteen days. Using primary and secondary sources, you will reconstruct the events of the day to present to your classmates in *no more than 10 minutes*. Your goal is to better understand, and help your classmates better understand, the urgency of the “crisis” for all parties involved. You can represent the day through a PowerPoint presentation, a dramatic presentation, or a narrative, as long as you include the following:

- A synopsis of the day, either at the beginning or end of your presentation.
- Consideration of both the United States and Soviet points of view.
- Evidence from primary sources and, when appropriate, an explanation of each primary source
- A bibliography including primary and secondary sources used.

Map source: "Cuban Missile Crisis," Microsoft® Encarta® Online Encyclopedia 2006; <http://encarta.msn.com>

***Lesson 4***  
***Mapping the Cold War:***  
***Investigating the Role of Third World Countries***

**Preparation**

Prepare copies of Student Handouts 4.1 (Mapping the Cold War) and 4.2 (Directions for the Map and Poster). You may choose to enlarge the map or find a blank world map for students to use. Locate the sections in your text or other source that cover Asia, South and Central America, the Middle East, and Africa during the Cold War era. Write the page numbers for the pertinent sections on the board or overhead. Optional: Print and copy online encyclopedia entries for the history of the Cold War and/or the histories of specific countries during the Cold War era.

**Introduction**

This lesson is designed to allow students to explore both the big picture of Cold War events in Third World countries, and the history of one Third World country during the Cold War. In the first part of this lesson, students will create an annotated map of the world during the Cold War, focusing specifically on the influence of the United States and Soviet Union on Third World countries and regions. In the second part of the lesson, students will choose one country to research in depth and ask: How did the opposing ideologies of the United States and the Soviet Union affect political, cultural, and economic developments in this country? The lesson concludes with students presenting their findings to classmates.

**Activities**

1. Distribute Student Handout 4.1. Review the definitions from Lesson 1 on Third World countries. Point out that the map contains alliances of the United States and the Soviet Union during the Cold War, but it is incomplete. It does not provide information on the influence of the United States and Soviet Union on non-allied countries. Explain to students that they are going to complete the map by labeling and annotating information about Third World countries that were influenced by the Soviet Union and/or the United States.
2. Distribute Student Handout 4.2. Review directions for the mapping assignment (Part A). Note: you may want to modify the list of countries based on available resources. Students can work individually or in groups to complete the maps. You may want to model an example on an overhead. For example, in East Africa, you could label and annotate information about Ethiopia and Somalia:

Late 1970s: Soviet Union-supported Ethiopia in conflict with Somalia, which was supported by the United States. Somalia had previously been supported by the Soviet Union. This further increased tensions between the two superpowers.

3. In addition, many textbooks have examples of annotated maps, which will help students visualize the assignment.
4. Once students have completed their maps, bring the class together. Ask students to compare maps with their neighbors or other groups to check for discrepancies. Ask students if they saw any trends or patterns in this exercise and how these might relate to what they have learned so far in the unit about North and South Korea and Cuba. Explain to students that they are now going to study one Third World country in depth by creating a poster of the economic, cultural, and political effects that the United States and Soviet Union had on these countries. Review directions for the poster (Part B). Assign countries to individuals and groups. Suggested countries: Afghanistan, Chile, Cuba, Egypt, Ethiopia, Iran, Iraq, Nicaragua, and Vietnam.
5. After students have researched and completed their posters, they should briefly present information to their classmates and display their posters. Presentations should focus on the unit problem: How did the opposing ideologies of the United States and the Soviet Union affect political, cultural, and economic developments in the Third World? Students should take notes during the presentation to prepare for the final unit assessment.

## Assessment

Maps and posters may be collected and evaluated.

The teacher may assess student understanding of this lesson with the summative unit assessment, which asks the students to formulate an answer to the unit problem: How did the opposing ideologies of the United States and the Soviet Union affect political, cultural, and economic developments in the Third World?

## Additional Resources for the Map and Poster

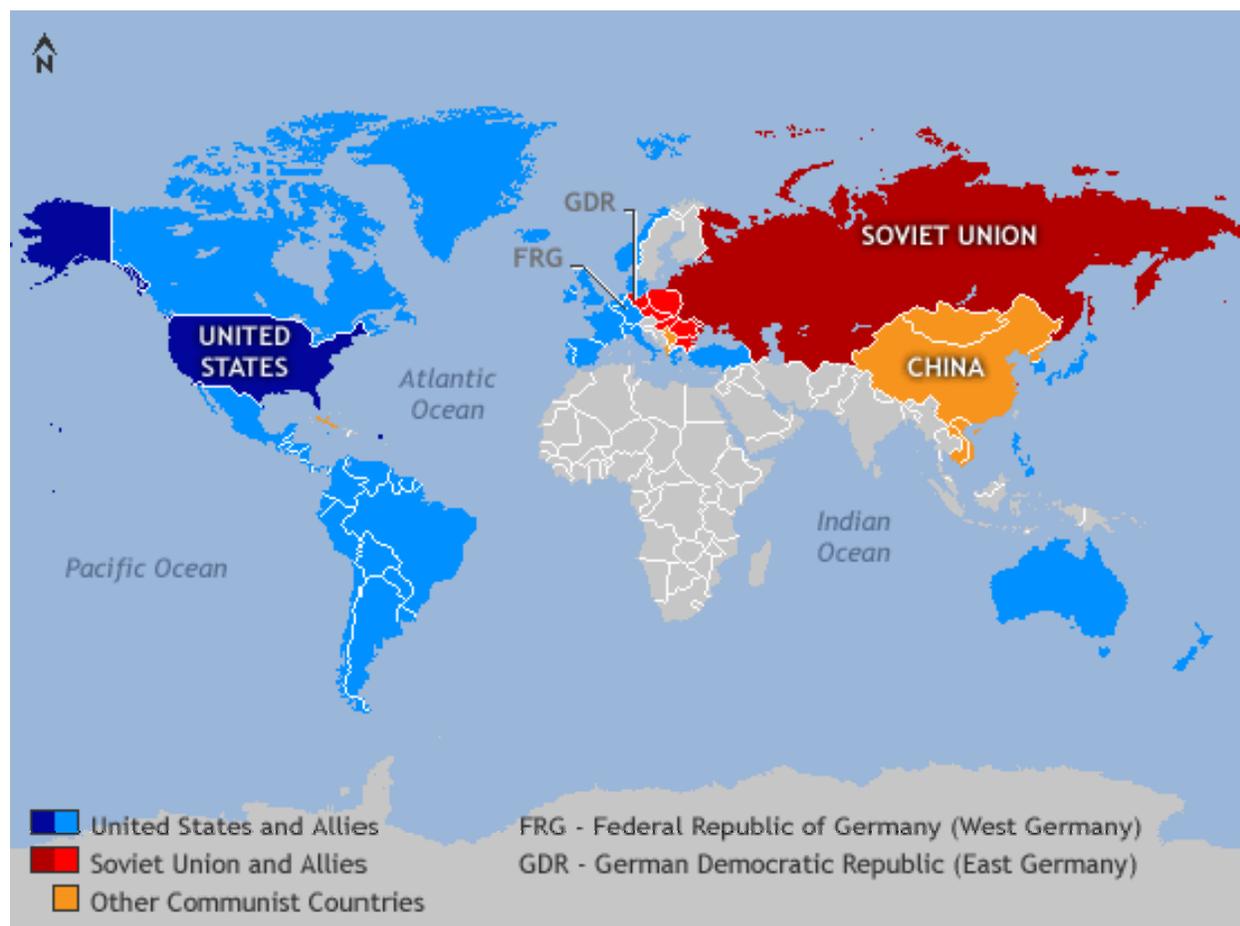
Gaddis, John Lewis. *The Cold War*. New York: The Penguin Press, 2005.

Stearns, Peter N. *Gender in World History*. London: Routledge, 2000.

Westad, Odd Arne. *The Global Cold War: Third World Interventions and the Making of Our Times*. New York: Cambridge UP, 2005.

## Lesson 4

### *Student Handout 4.1—Mapping the Cold War*



This map shows how the United States and its allies and the Soviet Union and its allies formed opposing blocs of power during the Cold War. Europe was split between the communist allies of the Soviet Union in Eastern Europe and the non-communist allies of the United States in Western Europe. Other communist countries, such as China and Cuba, sided with the Soviet Union during parts of the Cold War.

Map source: "Cold War," Microsoft® Encarta® Online Encyclopedia 2006; <http://encarta.msn.com>

## Lesson 4

### *Student Handout 4.2—Directions for the Map and Poster*

#### **Part A: Annotated Map of United States and Soviet Influences on Third World Countries during the Cold War**

Directions: Using your text and other sources, label and write a couple of sentences about each of the following countries during the Cold War. Focus on the influence that the Soviet Union and/or the United States had on the country during the Cold War, and connections to larger global patterns.

For each annotation include:

- The country's name
- Date(s) if applicable
- A 2-3 sentence description of the country within the Cold War context
- Color-code the countries by their associations with the United States, the Soviet Union, or both.

Countries:

- Afghanistan
- Chile
- Cuba
- Egypt
- Ethiopia
- Iran
- Iraq
- Nicaragua
- Vietnam

#### **Part B: Investigating a Third World Country during the Cold War**

Directions: Using your text and other sources, create a poster on one country during the Cold War. Be prepared to present on your poster for five minutes. Your poster and your presentation should help your classmates answer the following question about your country: How did the opposing ideologies of the United States and the Soviet Union affect political, cultural, and economic developments in your country?

Your poster should include the following:

- A timeline of events related to the Cold War (1945-1989) in your country. You should include a short description of *how* each event relates to the Cold War.
- A section on the impact of the United States and/or the Soviet Union on the culture of your country. Include how Cold War events shaped the lives of everyday people.
- A section on the impact the United States and/or the Soviet Union had on the economic situation in your country. Include information on the environment and access to natural resources if applicable.
- A section on the impact of the United States and/or the Soviet Union on the political climate in your country.

## Final Assessment

Ask students to write an essay based on the unit problem. Students should use specific evidence from the unit materials to back up their claims. This evidence should include the charts that students completed in Lessons 2 and 3, the annotated map completed in Lesson 4, and the posters in Lesson 4. Students should be directed to cite specific primary and secondary sources to justify their claims.

Essay prompt: How did the opposing ideologies of the United States and the Soviet Union affect political, cultural, and economic developments in the Third World?

## This unit and the Three Essential Questions

 <p>HUMANS &amp; THE ENVIRONMENT</p>	<p>In what ways do you think competition between the two Cold War superpowers around the world might have affected environmental changes such as deforestation, air pollution, or progress in fighting infectious diseases?</p>
 <p>HUMANS &amp; OTHER HUMANS</p>	<p>Why do you think the United States and the Soviet Union thought it was in their interest to intervene in the political and economic affairs of Third World countries? How might their interventions have affected the everyday lives of people in particular countries?</p>
 <p>HUMANS &amp; IDEAS</p>	<p>Why do you think the ideologies of the United States and the Soviet Union stood in such opposition to each other? What were the main differences in these ideologies, and how did they develop in the century or so preceding the Cold War?</p>

## This unit and the Seven Key Themes

---

This unit emphasizes:

Key Theme 3: Uses and Abuses of Power

Key Theme 4: Haves and Have-Nots

Key Theme 5: Expressing Identity

## This unit and the Standards in Historical Thinking

---

Historical Thinking Standard 1: Chronological Thinking

The student is able to (G) compare alternative models of periodization by identifying the organizing principles on which each is based.

Historical Thinking Standard 2: Historical Comprehension

The student is able to (B) identify the central questions the historical narrative addresses by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.

Historical Thinking Standard 3: Historical Analysis and Interpretation

The student is able to (D) consider multiple perspectives as well as large-scale or long-term developments that transcend regional and temporal boundaries.

**Historical Thinking Standard 4: Historical Research Capabilities**

The student is able to (A) formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.

**Historical Thinking Standard 5: Historical Issues-Analysis and Decision-Making**

The student is able to (A) identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

---

**Resources*****Resources for teachers***

Gaddis, John Lewis. *We Now Know: Rethinking Cold War History*. Oxford: Clarendon Press, 1997.

\_\_\_\_\_. *The Cold War*. New York: The Penguin Press, 2005.

“Resolutions of the General Assembly Regarding the Problem of the Independence of Korea, November 14, 1947,” *International Organization* 2, 1 (Feb. 1948): 196-8.

Stearns, Peter N. *Gender in World History*. London: Routledge, 2000. Chapter 11 contains information about cultural change in Iran during the Cold War.

Stearns, Peter N. and William L. Langer, ed. *The Encyclopedia of World History: Ancient, Medieval, and Modern, Chronologically Arranged*. Boston: Houghton Mifflin, 2001.

Westad, Odd Arne. *The Global Cold War: Third World Interventions and the Making of Our Times*. New York: Cambridge UP, 2005.

***Resources for students***

The Cold War, The Avalon Project, Yale Law School, Lillian Goldman Law Library, [http://avalon.law.yale.edu/subject\\_menus/coldwar.asp](http://avalon.law.yale.edu/subject_menus/coldwar.asp)

---

**Correlations to National and State Standards*****National Standards for World History***

Era 9: The 20<sup>th</sup> Century Since 1945: Promises and Paradoxes. 1B: The student understands why global power shifts took place and the Cold War broke out in the aftermath of World War II.

***California: History-Social Science Content Standard***

Grade Nine, 10.9.2: Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.

***Michigan High School Content Expectations***

World History and Geography. WHG Era 8 – The Cold War and its Aftermath: The 20<sup>th</sup> Century since 1945. 8.1.1: Origins of the Cold War; 8.1.2: Cold War Conflicts.

***New York: Social Studies Resource Guide with Core Curriculum***

Unit Seven: The 20<sup>th</sup> Century Since 1945, A. Cold War balance of power. 5. Political climate of the Cold War; 6. Korean War.

***Texas Essential Knowledge and Skills for Social Studies***

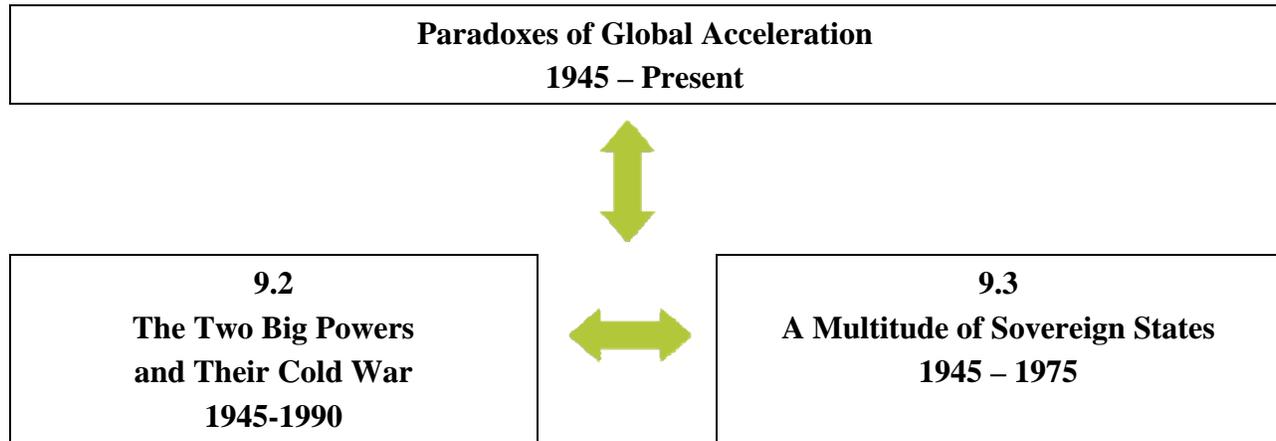
§113.33 (c) (9) History. The student understands the impact of totalitarianism in the 20<sup>th</sup> century. The student is expected to: (A) identify and explain ... the rise of communism in the Soviet Union, and the Cold War.

***Virginia History and Social Science Standards of Learning***

WHII.12. The student will demonstrate knowledge of major events and outcomes of the Cold War by: a) explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe.

## Conceptual links to other teaching units

---



After World War II, nationalist and revolutionary parties in colonial dependencies made more insistent demands for self-government. India became independent in 1947, offering a model of action for many other colonies. All nationalist movements were inevitably bound up with the Cold War. In some colonies, the dominant leaders favored setting up independent states with liberal capitalist systems. Others were attracted to socialist or Marxist-Leninist models. Both the US and the USSR generally encouraged nationalist movements and newly-sovereign governments, while also attempting to influence their ideologies, institutions, and economies. In some dependencies, the Big Powers attempted to sway the outcomes of armed revolutions against colonial masters, notably in Vietnam, Algeria, Angola, and Mozambique. Landscape Teaching Unit 9.3 sets the rise of nationalist movements and new states in a global context. Lesson 3 offers classroom activities specifically relating these developments to the Cold War.