Cold War Into Guerrilla War: Teacher’s Guide

Grade Level: 9-12  Curriculum Focus: World History  Lesson Duration: One to two class periods

Program Description
Escape From Berlin — Tells the history of the Berlin Wall and the East Germans’ attempts to flee into the West. Showdown: The Cuban Missile Crisis — Explores how movement of nuclear weapons to Cuba increased tensions between the U.S. and the former Soviet Union. The First Woman in Space — Examines the role of women in the Soviet space program. Democracy Triumphs: The Korean War — Examines how the United States attempted to contain Communist influence in Asia.

Onscreen Questions
Segments 1 & 2, Showdown: The Cuban Missile Crisis and The First Woman in Space (11 min.)
• What kind of war was the Cold War?
• How did the Cold War heat up and cool down over time?
Segments 3 & 4, Escape from Berlin and Democracy Triumphs: The Korean War (36 min.)
• How did the Cold War impact people in East and West Berlin?
• How did the Korean War emerge from the Cold War?

Lesson Plan
Student Objectives
• Learn about the Cold War through research and interviews with family and friends.
• Learn about the war on terrorism through newspaper, magazine, and Web research.
• Write an essay comparing the Cold War and the war on terrorism.

Materials
• Paper and pencils
• Computer with Internet access
• Newspapers and magazines
• Cold War Into Guerrilla War video and VCR, or DVD and DVD player

**Procedures**

1. Ask students what they know about the current war on terrorism. Prompt discussion with the following questions:
   - What is the significance of September 11, 2001?
   - When did the war on terrorism start?
   - How do you know that we are engaged in a war on terrorism?
   - Has your life changed since the war on terrorism began? If so, how?
   - Have the lives of your parents or other caregivers changed since the war on terrorism began? If so, how?

2. Ask students what they know about the Cold War. Record their responses. Review and discuss to establish that it was a period of extreme tension between the United States and the Soviet Union. Be sure to introduce these key events and terms:
   - Cuban Missile Crisis
   - Iron Curtain
   - Berlin Wall
   - Communism

3. Ask students to interview someone they know who was a child during the ‘50s or ‘60s. Suggest that they ask the following questions:
   - What was it like growing up during the Cold War?
   - In retrospect, were there any incidents that took place because the United States was engaged in a Cold War with the Soviet Union? What were they?
   - Do you remember when the Cold War ended? Why do you think it ended?
   - Did the world feel safer after the Cold War ended?

4. During the next class, show students the video’s second segment, Showdown: The Cuban Missile Crisis. Suggest the following Web sites for additional information:
   - [http://www.zmag.org/chomsky/sam/sam-3-1.html](http://www.zmag.org/chomsky/sam/sam-3-1.html)
   - [http://www.gwu.edu/~nsarchiv/nsa/cuba_mis_cri/moment.htm](http://www.gwu.edu/~nsarchiv/nsa/cuba_mis_cri/moment.htm)
   - [http://www.coldwar.org](http://www.coldwar.org)

5. Have students complete research on the Cold War. Then, ask them to research the war on terrorism by answering questions listed above in Step 1. Direct students to research articles in newspapers and magazines and on the Web.
6. Based on their research, have students write an essay comparing the Cold War experience of the adult they interviewed with their personal experience during the current war on terrorism. How do the experiences compare in terms of similarities and differences?

7. Conclude by discussing lessons that may be learned by looking at the Cold War in light of the war on terrorism. Ask students what they believe brought an end to the Cold War. What do they think will bring about the end of the war on terrorism?

**Assessment**

Use the following three-point rubric to evaluate students’ work during this lesson.

- **3 points:** Students participated actively in class discussions; wrote an informative and creative essay; drew insightful conclusions based on what they learned.
- **2 points:** Students participated in class discussions; wrote a competent essay; drew some conclusions based on what they learned.
- **1 point:** Students participated minimally or not at all in class discussions; did not complete their essays; had difficulty drawing conclusions based on what they learned.

**Vocabulary**

**Berlin Wall**
*Definition:* A 28-mile wall that divided the city of Berlin into East Berlin and West Berlin and virtually cut off those living on the east side from the rest of the world.
*Context:* If people from East Berlin attempted to scale the Berlin Wall and escape to the West, they could be shot; the Berlin Wall came down on November 9, 1989.

**Cold War**
*Definition:* A period of intense competition and mistrust between countries in the West and those in the East; the Cold War also represented the nuclear arms race and the race between the United States and the Soviet Union to conquer space.
*Context:* Because United States citizens worried about the threat of nuclear war during the Cold War, they built bomb shelters and practiced ways to take cover during an attack.

**communism**
*Definition:* A form of government and an economic system adopted by the Soviet Union and many Eastern European countries; communism fell in Eastern Europe in 1989 and in Russia in 1991.
*Context:* Under the communist system, government ownership of property is advocated over private ownership, and the goal is to provide economic security for all people.

**Cuban Missile Crisis**
*Definition:* A confrontation in 1962 between the United States and the Soviet Union over the presence of Soviet-supplied missiles in Cuba.
*Context:* Many historians believe that the Cuban Missile Crisis was the closest the world ever came to a full-scale nuclear war.
Iron Curtain

Definition: A term used to describe the separation and isolation of Eastern Europe from the West as a result of Soviet barriers

Context: Winston Churchill coined the phrase when he said, “an iron curtain … descended across the continent of Europe.”

Academic Standards

Mid-continent Research for Education and Learning (McREL)

McREL’s Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit http://www.mcrel.org/.

This lesson plan addresses the following national standards:

- Geography — Places & Regions: Understands that culture and experience influence people’s perceptions of places and regions; Human Systems: Understands the forces of cooperation and conflict that shape the divisions of Earth’s surface
- Language Arts — Viewing: Uses viewing skills and strategies to understand and interpret visual media

The National Council for the Social Studies (NCSS)

NCSS has developed national guidelines for teaching social studies. To become a member of NCSS, or to view the standards online, go to http://www.socialstudies.org

This lesson plan addresses the following thematic standards:

- Culture
- Power, Authority, and Governance
- Global Connections

Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- http://school.discovery.com/teachingtools/teachingtools.html

DVD Content

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.
How To Use the DVD

The DVD starting screen has the following options:

Play Video—This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

Video Index—Here the video is divided into four parts (see below), indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

Curriculum Units—These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher’s Guide. Total running times for these segments are noted. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

Standards Link—Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources—This screen gives the technical support number and Web site address.

Video Index

I. Showdown: The Cuban Missile Crisis (6 min.)
The former Soviet Union posed a major threat to the United States when it began sending missiles to Cuba. See how these two countries narrowly averted a nuclear war.

II. The First Woman in Space (5 min.)
In the race to explore space, the former Soviet Union passed over more-qualified candidates and chose Valentina Tereshkova, who had no scientific background, as the first female cosmonaut.

III. Escape from Berlin (28 min.)
East Germany built the Berlin Wall to stop its valuable workforce from leaving the country. Watch as the Berlin Wall is built and later comes tumbling down.

IV. Democracy Triumphs: The Korean War (8 min.)
The Korean War officially ended in 1953, but it would be two more years before the fighting stopped. See how outside intervention changed the course of the Korean War.
Curriculum Units

1. The Brink of War

Pre-viewing question
Q: Why did the communist revolution in Cuba alarm the United States?
A: Answers will vary.

Post-viewing question
Q: Why was the United States concerned when the Soviets sent missiles to Cuba?
A: The Soviet Union’s small arsenal of long-range missiles and its great distance from the United States meant that it did not pose much of a nuclear threat to the U.S. Cuba, on the other hand, is very close to the U.S. and within reach of short-range missiles. If Cuba became a Soviet launching pad, the nuclear threat to the U.S. would intensify.

2. Averting the War

Pre-viewing question
Q: If you were president, what would you do to avoid a nuclear war?
A: Answers will vary.

Post-viewing question
Q: Why did the Soviet government order the dismantling of its weapons in Cuba?
A: Kruschev had assembled the nuclear weapons to prove the Soviet Union’s power to the rest of the world. He was not prepared, however, to actually fight a nuclear war. When events reached a boiling point, he backed down and dismantled the warheads.

3. The Space Race

Pre-viewing question
Q: In what ways does the United States compete with other countries?
A: Answers will vary.

Post-viewing question
Q: Why did the Soviet Union choose Valentina Tereshkova for its space flight?
A: They wanted an ordinary Russian citizen who would represent communist ideals. The Soviets felt that the flight of Valentina Tereshkova would show the rest of the world that a person need only be a good citizen to go into space.

4. A Symbol in Space

Pre-viewing question
Q: What do you think are some discomforts of space flight?
A: Answers will vary.

Post-viewing question
Q: Why did Tereshkova have to conceal the difficulties of her space flight?
A: As a communist symbol, Tereshkova’s flight reflected her government and its power. She had to appear strong. If she admitted her problems or difficulties, she would in a sense be admitting weakness in the Soviet government.)
5. A City Divided

Pre-viewing question
Q: How would it feel to be confined suddenly to one section of your town?
A: Answers will vary.

Post-viewing question
Q: Why was the Berlin Wall built?
A: After World War II, the city of Berlin was divided with theoretical lines drawn by the Soviet Union and the Western world. West Berlin was prosperous and heavily subsidized by the West; East Berlin was poor and paid large taxes to the Soviet State. To emigrate, East Berliners only had to walk across the street; the West, in need of skilled workers, welcomed them. East Germany needed to stop its valuable workforce from leaving the country. On August 13, 1961, East German troops were deployed to separate the city and stop East Berliners from emigrating. Several weeks later, the Berlin Wall was completed.

6. Attempting to Escape

Pre-viewing question
Q: Why did some people favor the Berlin Wall?
A: Answers will vary.

Post-viewing question
Q: Would you have tried to escape across the Berlin Wall?
A: Answers will vary.

7. Tunneling Beneath the Death Strip

Pre-viewing question
Q: What do you think would have been the best way to escape East Germany?
A: Answers will vary.

Post-viewing question
Q: What did tunneling entail?
A: Tunneling was an enormous and dangerous undertaking. About 10 students would live in a tunnel for a week or so at a time, limiting their comings and goings so as not to arouse suspicion. The tunnels were dug from West to East, as this was less dangerous. Money was needed for tunneling equipment and lights, and for pipes to bring a steady stream of oxygen into the tunnel. A tunnel could take several months to dig.

8. A Permanent Wall

Pre-viewing question
Q: Why was it necessary for East Germany to make the Berlin Wall impassable?
A: Answers will vary.

Post-viewing question
Q: What kinds of fortifications were made to the Berlin Wall beginning around 1965?
A: Concrete guard towers replaced the wooden, a concrete wall replaced the second fence, an electrified signal fence was installed to alert guards to escape attempts, a patrol road ran the length
of the wall, floodlights illuminated the wall, and a strip of sand was laid in the death strip to capture footprints of escapees.

9. Living with the Wall

Pre-viewing question
Q: Why would West Germans visit East Germany?
A: Answers will vary.

Post-viewing question
Q: If you lived in West Berlin, would you have helped East Berliners to escape?
A: Answers will vary.

10. The Wall Comes Down

Pre-viewing question
Q: Do you think East Germany would have rebuilt the Berlin Wall, if given the chance?
A: Answers will vary.

Post-viewing question
Q: How did the fall of the Iron Curtain in other communist countries help East Germans?
A: East Germans were free to travel to other Eastern Bloc countries. When these countries opened their borders with the West, it opened a route for East Germans to get to the West by bypassing the Berlin Wall. For example, East Germans could travel to Czechoslovakia, and from there, cross the border into Hungary or Austria and get to the West.

11. The 38th Parallel

Pre-viewing question
Q: Do you think other nations should have been involved in the Korean War?
A: Answers will vary.

Post-viewing question
Q: Why did the United States support South Korea?
A: The United States was concerned that North Korea’s invasion was the beginning of an attempt to spread communism throughout the world. The U.S. government thought that if South Korea fell to communism, the rest of Asia could be next.

12. The War Ends

Pre-viewing question
Q: What price would you pay to ensure the survival of democracy?
A: Answers will vary.

Post-viewing question
Q: Why did Mao Tse Tung send troops to North Korea?
A: He believed that U.S. support of South Korea was a ploy to expand the U.S. into East Asia and that China itself might be next. His intervention in the war succeeded in driving U.S. troops well below the 38th parallel, and perhaps caused the war to end with a cease-fire rather than a U.S.-led victory.