

Inquiry Lesson Plan
Model



What Caused the Cold War?

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Abstract

After World War II the United States and Soviet Union left the world on the brink of nuclear annihilation as peaceful collaboration to rebuild Europe seemed impossible. Citizens around the world pondered how relations between these two countries had turned so frigid. The following lesson plan is a prototype of the Inquiry model in which students formulate hypotheses, investigate a series of data sets in order to calibrate their findings with the purpose of developing a reasoned response to the focus question; *What Caused the Cold War?* This lesson delves into the origins of the cold war by examining the divisions between these two super powers in attempt to illustrate the importance of diplomacy to the resolution of international conflict.

Ideal Audience

This lesson is designed for a secondary U.S. History course. However, this model is also pertinent to a World History, Global Studies, or International Relations mesh style of course.

Objectives

Throughout this lesson student will:

- Formulate collective and independent hypothesis'
- Examine primary and secondary documents
- Create a scholarly interpretation to a focus question by testing a hypothesis
- Identify possible causes to international conflict
- Analyze the primary differences between various political and social ideologies
- Develop a collective, reasoned response to the focus question, "*What Caused the Cold War*"
- Consider the importance of diplomacy as a resolution to international conflict

Multiple Objectives

Wisconsin Model Academic Standards Achieved by Lesson

1. Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches. (B.12.1)
2. Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion. (B.12.2)
3. Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments. (B.12.5)
4. Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war. (B.12.11)
5. Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world (B.12.16)
6. Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved. (B.12.17)

Time

This lesson can take between three and five, fifty minute class periods. The first two to four class periods are spent formulating and revising hypotheses while examining data. The third or fifth class period will serve the purpose of a classroom discussion or open forum in which students discuss and express their conclusions. The length of the lesson largely depends on the amount of time dedicated to the examination of each data set and the participation level of the students.

Materials

1. Video Tape or DVD of movie “Thirteen Days”
2. Television
3. DVD Player or VCR
4. 30-35 – Copies of Inquiry Hypothesis Worksheet –*One for Each Student* -(Attached)
5. 30-35 – Copies of Conclusions Essay Rubric –*One for Each Student*- (Attached)
6. 10 – Copies of data set packets (One for each investigative group and the instructor)
7. Dry Erase/Chalk Board/Proper Writing Utensil
8. Overhead Projector/Transparency/Markers

Procedure

I. Engagement in the Inquiry or “Hook”

This lesson will begin with the instructor showing a ten minute clip from “Thirteen Days” This clip is intended to illustrate the culmination of Cold War pressures and show the result of escalating tensions that drove the United States and Soviet Union into a military arms race. Upon completion of this film the instructor will briefly review the Inquiry process with students in order to prepare them for the investigative work that will follow.

II. Elicit Student Hypothesis

After the Inquiry review is finished, the instructor will delegate a student to hand out the “Inquiry hypothesis” worksheet to each student in the class. At this point the teacher will provide students with background information pertaining to fundamental differences between the Soviet Union and the United States both before and after WWII. This briefing will situation the focus question into the proper context by providing a segue into the new unit. Next, the instructor will write the focus question on the board and ask students to formulate an initial individual hypothesis to the question, *What Caused the Cold War?* When the students have finished creating their own hypotheses, the instructor will separate students into investigative groups of 4-6 members in which they will work together to examine the forthcoming series of data sets and situate their hypotheses. After the students are placed into groups the instructor will ask students to discuss their individual hypotheses and record each others ideas on their worksheet, along with any new hypothesis’ that emerge from their discussion. The teacher then brings the class into a group discussion by recording the hypothesis’ of each group onto the overhead transparency. At this time the instructor will ask students to come up with any outlandish or strange hypotheses that may provide an answer to the focus question. As groups come forth with their ideas the instructor will add these new findings to the hypothesis worksheet transparency on the overhead. When the list of initial hypotheses is completed, the instructor will then hand a student the first data set to read aloud.

III. Data Gathering and Data Processing

After the first data set has reached the student reader, the selected will read the information on the data card. When the student is finished reading the information, the instructor will begin to discuss the information with the class in order to cement the intended focus of the data. At this time, the teacher instructs each group to discuss the information with their members and decide whether the information supports or undermines any of the hypotheses they have written on their worksheets. After each group has concluded their discussion, the instructor asks the students to report their group findings to class. The teacher then asks the class if data set supports or undermines any of the hypotheses listed on the overhead, or if any new hypotheses can be formed. As students situate the information with the hypotheses, the instructor denotes supported or undermined hypotheses with a plus or minus sign accordingly. Also, if students feel that the data set rules out any of the initial hypotheses the instructor will remove it from the overhead. After the class has considered the information with each hypothesis, the teacher will have the students update their hypothesis worksheet by using the same notation system as on the overhead. While students are working on editing their worksheets, the instructor will pass out the next data set to another student reader. This process is duplicated until all data sets have been examined. Meanwhile students will begin to understand how to evaluate each hypothesis and begin to see which hypothesis seem to provide more depth and begin to resolve the focus question. This process of reading data sets, evaluating its relevance to each hypothesis, and relating each set to the focus question, allows for students to investigate information and revise previous ideas. Students now become involved in the process of investigating history; not reciting fact.

IV. Conclusion

Once all data sets have been presented and the gathering and processing of hypotheses is complete, the teacher will instruct each student to choose either one or a group of hypothesis that best answer the focus question. With the information students have discovered, coupled with the hypothesis that it confirms, students will then be handed the conclusions position paper that will serve as the primary performance assessment for this inquiry unit. Attached to the assignment will be a rubric that clearly explains the expectations and guidelines for the position paper. After this assignment is handed out, the instructor will then begin a class discussion as to what the students feel are the strongest hypotheses that are supported by evidence. During this discussion students must support their conclusions with the factual information provided by the data sets. This classroom discussion will serve as a form of informal measure to illustrate how well the students have interpreted and retained the information in each data set. After the focus question has been thoroughly discussed, students will then be asked how this process has helped them understand the process involved in discovering history. In order to cement the idea of an evolving process the instructor will then hand out a final data set in the form of a refuting piece of evidence that forces students to look at the question from a different perspective. This re-examination process is important for students to grasp the importance of examining new information pertaining to historical ideas in order to revise their interpretations. This conclusion process is essential for students to properly situate the focus question and develop an appreciation for the evolutionary nature of the historical process.

Supporting Materials

Hypothesis Worksheet

Directions: Using the table provided below, form and initial hypothesis (educated guess) and record the additional hypotheses that evolve from the investigation of data. With each data set, indicate whether the information provided supports or undermines each hypothesis.

Focus Question: *What Caused the Cold War?*

Initial Individual Hypothesis:

List of Class Hypothesis⁴

Evidence Supports (+) or Undermines (-)

List of Class Hypothesis ⁴	Evidence Supports (+) or Undermines (-)

Position Paper Rubric

Name: _____ Teacher: _____

Date : _____ Title of Work: _____

	Criteria				Points
	1	2	3	4	
Quality of Thesis Statement	Thesis statement unclear or irrelevant to focus question	Thesis statement valid and pertains to focus question	Thesis statement shows valid, pertains to focus question, and is evident throughout essay	Thesis statement is vivid, well worded, evident throughout essay, and very descriptive of authors position	_____
Supporting Argument	Supporting argument is unclear or irrelevant to focus question	Supporting argument is clear, and incorporates some data from lesson	Supporting argument is clear, incorporates most data from lesson, and shows clear parallels to thesis statement.	Supporting argument is well thought out, incorporates most data from lesson, shows excellent relationship to thesis statement	_____
Structure of Essay	Organization of essay is illogical, many grammatical errors	Organization of essay is adequate, some grammatical errors	Organization of essay progress logically, few grammatical errors	Organization of essay is logical, clear, and progression related to thesis statement, no grammatical errors	_____

				Total---->	_____

Teacher Comments:

Data Set: #1: Political and Social Ideologies of the Soviet Union and United States

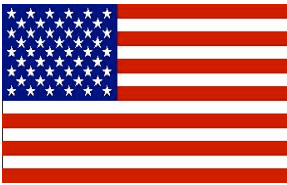
Definition of **Ideology**: a comprehensive system of concepts and beliefs, often political in nature, held by a group or an individual.



Ideology of the Soviet Union: **Communism**

Communism: a theory and system of social and political organization that was a major force in world politics for much of the 20th century. As a political movement, communism sought to overthrow capitalism through a workers' revolution and establish a system in which property is owned by the community as a whole rather than by individuals. In theory, communism would create a classless society of abundance and freedom, in which all people enjoy equal social and economic status. In practice, communist regimes have taken the form of coercive, authoritarian governments that cared little for the plight of the working class and sought above all else to preserve their own hold on power.

Information from: http://uk.encyclopedia.msn.com/encyclopedia_761572241/Communism.html



Ideology of the United States: **Capitalism**

Capitalism: economic system in which private individuals and business firms carry on the production and exchange of goods and services through a complex network of prices and markets. Although rooted in antiquity, capitalism is primarily European in its origins; it evolved through a number of stages, reaching its zenith in the 19th century. From Europe, and especially from England, capitalism spread throughout the world, largely unchallenged as the dominant economic and social system until World War I (1914-1918) ushered in modern communism (or Marxism) as a vigorous and hostile competing system.

Information from: http://encyclopedia.msn.com/encyclopedia_761576596/Capitalism.html

Works Cited:

"Communism," Microsoft® Encarta® Online Encyclopedia 2006
<http://uk.encyclopedia.msn.com> © 1997-2006 Microsoft Corporation. All Rights Reserved

"Capitalism," Microsoft® Encarta® Online Encyclopedia 2006
<http://encyclopedia.msn.com> © 1997-2006 Microsoft Corporation. All Rights Reserved.



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Soviet Union: Authoritarianism-

Joseph Stalin adopted the catch phrase “socialism in one country” as the basis for his regime. Contradicting earlier Marxist doctrine, Stalin maintained that the complete victory of socialism within the Soviet Union was not contingent upon the success of other proletarian revolutions in the West. To achieve state socialism and, eventually, classless communism, no sacrifice was too great. At the end of the 1920s Stalin revoked the New Economic Policy and inaugurated the first of a series of Five-Year Plans, committing the regime to a program of breakneck industrial development and forced collectivization of agriculture. The result was a radical transformation of Soviet society. The government built hundreds of factories to produce machine tools, automobiles, agricultural machinery, motors, aircraft, generators, chemicals, iron and steel, coal, oil, and armaments. Construction—in which forced labor played an ever-increasing role—was begun on a vast network of new railroads and canals. The police chased small traders out of urban marketplaces. In the countryside, the policy of collectivization terminated private ownership of land and farm machinery and forced the Soviet Union’s vast peasantry into large collective farms under state and party control. The fundamental definition of authoritarianism is a government that has the power to author legislation without consent of those being governed. In this sense, even a representative democracy is authoritarian over periods of years because the public only has the authority to vote the representatives out at election time.



Picture Imported From: http://www.putsmans.com/lc_files/statue%20of%20liberty.JPG

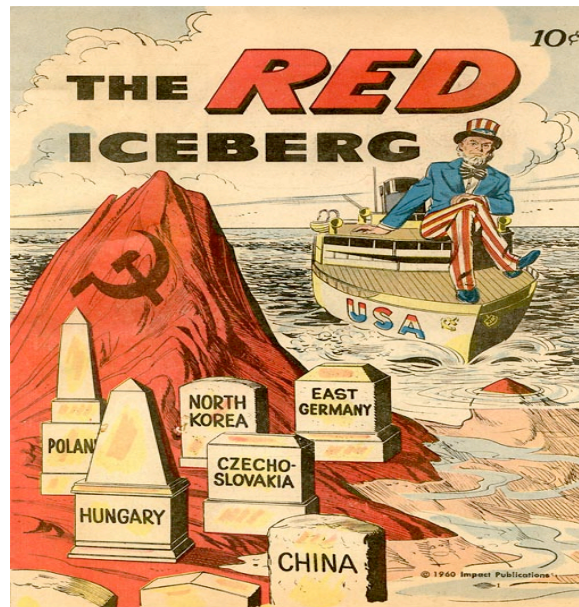
United States: Democracy-

A political system in which the people of a country rule through any form of government they choose to establish. In modern democracies, supreme authority is exercised for the most part by representatives elected by popular suffrage. The representatives may be supplanted by the electorate according to the legal procedures of recall and referendum, and they are, at least in principle, responsible to the electorate. In many democracies, such as the United States, both the executive head of government and the legislature are elected. In typical constitutional monarchies such as the United Kingdom and Norway, only the legislators are elected, and from their ranks a cabinet and a prime minister are chosen.

Work Cited:

“Communism,” Microsoft® Encarta® Online Encyclopedia 2006
<http://encarta.msn.com> © 1997-2006 Microsoft Corporation. All Rights Reserved.

"Democracy," Microsoft® Encarta® Online Encyclopedia 2006
<http://encarta.msn.com> © 1997-2006 Microsoft Corporation. All Rights Reserved.



Picture Imported From: http://www.atomicplatters.com/images/rediceberg_cvr_510.jpg

In fact, more than 350 Americans secretly worked for Soviet intelligence during World War II -- when the United States and the Soviet Union were allies throughout WWII. A number of them served in very high positions in the U.S. government. Harry Dexter White was assistant secretary of the Treasury and played a key role in creating the World Bank and the International Monetary Fund, pillars of the postwar world monetary structure. Lauchlin Currie was one of a half-dozen special assistants to President Franklin Roosevelt. Laurence Duggan was in charge of U.S. relations with Latin America. All of these spies were uncovered in the Venona decryptions in the late 1940s. But the spies uncovered by Venona were only part of the security problem faced by U.S. counter-intelligence agencies. Fewer than half of the Americans mentioned in the Venona cables were able to be identified; the others were hidden behind cover names that the FBI could not penetrate. Who were the other 150 Americans who worked for the KGB? Had they remained in the government or the military? Were they scientists still working in Los Alamos? And what about the targeting of American communists as security risks? We now know that the CPUSA had set up a special "underground apparatus" that helped Soviet intelligence recruit party members as spies, helped locate safe houses for meetings, secured false passports for agents, and otherwise assisted the Soviet Union. Headed by a veteran communist leader, this apparatus reported directly to the leader of the Communist Party. Most American communists were not spies, of course, but the party to which they belonged was neck-deep in espionage. There was a legitimate security issue and there were very good reasons for suspecting that most of the spies were American communists. The Soviet Union had mounted a major espionage offensive against the United States, using hundreds of American citizens as its weapons. And the Communist Party U.S.A. was organizationally complicit in espionage.

Work Cited:

Klehr, H. ., PhD ("n.d"). *Was McCarthy Right About Soviet Espionage ?*.

Retrieved October 12, 2006 from CNN, Web site:

<http://www.cnn.com/SPECIALS/cold.war/episodes/06/then.now/>



Picture Imported From: www.umkc.edu/~ww2/PostWarWorld/potsdam.htm
Churchill, Truman, Stalin

On July 25, 1945, two months after Germany had surrendered, the Big Three ; Winston Churchill, Joseph Stalin and Harry Truman, met at the Potsdam Conference in order to discuss the fate of Germany. By 1945, Stalin was the veteran revolutionary, a man who had held the reins of Soviet power and authority for nearly twenty years. Truman, on the other hand, had been President barely three months. The crucial issue at Potsdam, as it had been at Versailles in 1918 and 1919, was reparations. The Soviet Union, as to be expected, wanted to rebuild their near-destroyed economy using German industry. The United States feared it would have to pay the whole cost of rebuilding Germany, which in turn would help rebuild the Soviet Union. So, after all the discussions had ended, a compromise was reached and Germany was to be partitioned into four occupied zones. Britain, France and the United States would occupy parts of western Germany while the Soviet Union would occupy East Germany. The main issue at Potsdam and for the next two years was who would control Europe. Britain had its chance, so too did France and Germany. Was it now Russia's turn? Or perhaps the United States? The American government has always boasted that nations should have the right to choose their own form of government while pushing democracy wherever possible. The Soviets viewed this demand as unacceptable for it indicated that the United States was really taking too heavy a hand in determining what nations ought to adopt what specific form of government. The struggle over the control of Europe remained a key issue in the

Work Cited:

Kreis, S., Ph.D. (2007, January 12). *The Origins of the Cold War*. Retrieved January 25, 2007 from American Public University System, History Web site: <http://www.historyguide.org/ceevee.html>

Truman, H.S., (1947). . Retrieved October 12, 2007 from United States Government Documents, Department of State Web site: <http://usinfo.state.gov/usa/infousa/facts/funddocs/truman.txt>



By 1946, the United States and Britain were making every effort to unify all of Germany under western rule. The Soviet Union responded by consolidating its grip on Europe by creating satellite states in 1946 and 1947. One by one, communist governments, loyal to Moscow, were set up in Poland, Hungary, Romania, and Bulgaria. Stalin used Soviet communism to dominate half of Europe. Why Stalin did this might not be clear. Was he trying to build an international communist movement beginning in Eastern Europe? Or, was he simply trying to protect his borders from any intervention on the part of the United States or the allies? The climax came in March 1948. A communist coup in Czechoslovakia overthrew a democratic government and the Soviet Union gained a foothold in central Europe. Given the experience of World War Two itself, this division of Europe was perhaps inevitable. Both sides wanted their values and economic and political systems to prevail in areas which their soldiers had helped to liberate. If both sides had accepted these new spheres of influence, a cold war might never have occurred. But the nations of Western Europe and the United States still had Hitler on their minds and they soon began to see Stalin as a similar threat.

Information Taken From: <http://www.historyguide.org/europe/lecture14.html>

Work Cited:

Kreis, S., Ph.D. (2007, January 12). *The Origins of the Cold War*. Retrieved January 25, 2007 from American Public University System, History Web site: <http://www.historyguide.org/ceevee.html>



U.S. President Harry Truman:

Picture Imported From: <http://www.historyplace.com/specials/calendar/docs-pix/harry-truman.jpg>

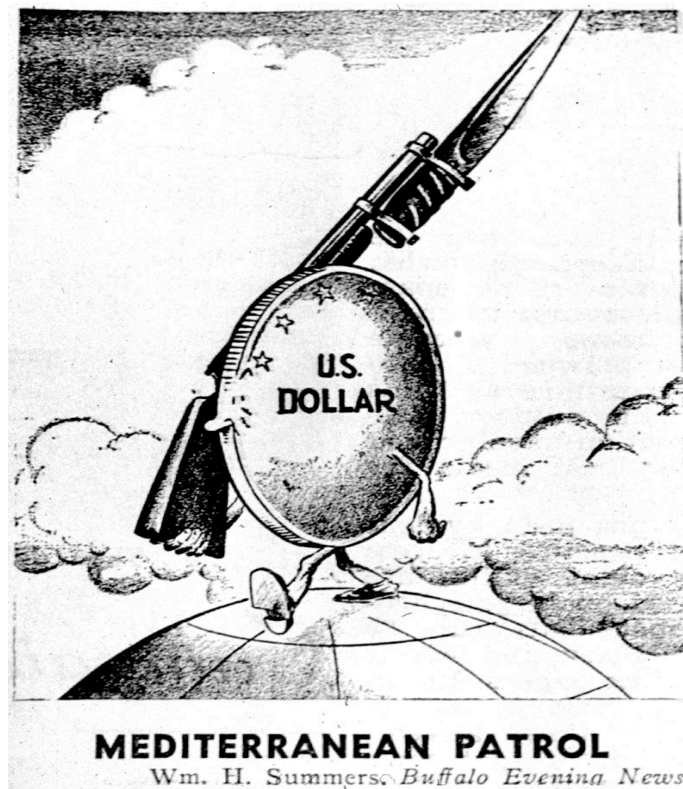
With World War Two at an end by the end of the summer of 1945, the United States knew that the Soviet economy was in a state of near-collapse. The Soviet Union had lost at least 20 million souls during the war alone and perhaps another 20-30 million from Stalin's decade of purge trials. Thirty thousand factories and forty thousand miles of railroad tracks had been destroyed. All the industrialization that Stalin had promised and delivered to his people with the Five Year Plans had been lost. Truman realized this and remained confident that the United States was in the stronger bargaining position. He surmised that the Soviets had to come to the United States for much-needed economic aid. As early as January 1945, FDR had already denied the Soviet request for a six billion dollar loan. Lend-Lease proved no more effective. In the spring of 1945, Congress agreed that they would not allow Lend-Lease for any post-war reconstruction in Russia. This was obviously a major shift in policy for under the [Lend-Lease Act of 1941](#), the United States had shipped enormous quantities of war materiel to the Soviets, including almost 15,000 planes, 7000 tanks, 52,000 jeeps and almost 400,000 trucks.

The Truman Doctrine

“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, and 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.”

Work Cited:

Kreis, S., Ph.D. (2007, January 12). *The Origins of the Cold War*. Retrieved January 25, 2007 from American Public University System, History Web site: <http://www.historyguide.org/ceevee.html>



Picture Imported From: <http://history.acusd.edu/gen/USPics3/24761.jpg>

Recognizing the intimate economic and other relationships between the United States and the nations of Europe, and recognizing that disruption following in the wake of war is not contained by national frontiers, the Congress finds that the existing situation in Europe endangers the establishment of a lasting peace, the general welfare and national interest of the United States, and the attainment of the objectives of the United Nations. The restoration or maintenance in European countries of principles of individual liberty, free institutions, and genuine independence rests largely upon the establishment of sound economic conditions, stable international economic relationships, and the achievement by the countries of Europe of a healthy economy independent of extraordinary outside assistance...It is further declared to be the policy of the people of the United States to sustain and strengthen principles of individual liberty, free institutions, and genuine independence in Europe through assistance to those countries of Europe which participate in a joint recovery program based on self-help and mutual cooperation.

Work Cited:

Hoffman Cobbs, E. & Gjerde, J. (2002). In (Ed.), *Major Problems in American History, Volume II: Since 1865* (). Boston, MA: Houghton Mifflin Company.



U.S. Diplomat George F. Kennan “The Father of Containment”

1. “At bottom of Kremlin’s neurotic view of world affairs is traditional and instinctive Russian sense of insecurity. Originally, this was insecurity of a peaceful agricultural people trying to live on vast exposed plain in neighborhood of fierce nomadic peoples. To this was added, as Russia came into contact with economically advanced West, fear of more competent, more powerful, more highly organized societies in that area.....For this reason they have always feared foreign penetration, feared direct contact between Western world and their own, feared what would happen if Russians learned the truth about world without or if foreigners learned truth about world within. And they had learned to seek security only in patient but deadly struggle for total destruction of rival power; never in compacts and compromises with it.....Problem to cope with this force is undoubtedly the greatest task out diplomacy has ever faced and probably the greatest it will have to face...but I would like to record my conviction that the problem is within our power to solve- and that without recourse to any general military conflict.”

Success of the Soviet system as form or internal power is not yet finally proven. It has yet to be demonstrated that it can survive supreme the test of successive transfer of power from one individual group to another.

2. Soviet power...bears within itself the seeds of its own decay, and the sprouting of these seeds is well advanced...[If] anything were ever to disrupt the unity and efficacy of the Party as a political instrument, Soviet Russia might be changed overnight from one of the strongest to one of the weakest and most pitiable of national societies....This would...warrant the United States entering with reasonable confidence upon a policy of firm containment, designed to confront the Russians with unalterable counter-force at every point where they show signs of encroaching upon the interests of a peaceful and stable world.

Work Cited:

Hoffman Cobbs, E. & Gjerde, J. (2002). In (Ed.), *Major Problems in American History, Volume II: Since 1865* (). Boston, MA: Houghton Mifflin Company.



Picture Imported From: <http://en.wikipedia.org/wiki/User:Saboteur>

Soviet Ambassador Nikolai Novikov-

“The foreign policy of the United States, which reflects the imperialist tendencies of American monopolistic capital, is characterized in the postwar period by striving for world supremacy. This is the real meaning of the many statements by President Truman and other representatives of American ruling circles: that the United States has the right to lead the world. All forces of American Diplomacy- the army, the air force, the navy, industry and science- are enlisted in the service of this foreign policy.....The “hard” line policy with regard to the USSR announced by Secretary of State James F. Byrnes after the rapprochement of the reactionary Democrats with the Republicans is at present the main obstacle on the road to cooperation of the great powers. It consists mainly of the fact that in the postwar period the United States no longer follows a policy of strengthening cooperation among the Big Three, but rather has striven to undermine the unity of these countries. The objective has been to impose the will of other countries on the Soviet Union.”

Work Cited:

Hoffman Cobbs, E. & Gjerde, J. (2002). In (Ed.), *Major Problems in American History, Volume II: Since 1865* (). Boston, MA: Houghton Mifflin Company.



Image Imported from: http://i.timeinc.net/time/magazine/archive/covers/1941/1101410825_400.jpg

U.S. Secretary of War Henry Stimson-1945

“In many quarters it (atomic bomb) has been interpreted as a substantial offset to the growth of Russian influence on the continent. We can be certain that the Soviet Government has sensed this tendency and the temptation will be strong for the Soviet political and military leaders to acquire this weapon in the shortest possible time. Britain in effect already has the status of a partner with us in the development of this weapon. Accordingly, unless the Soviets are voluntarily invited into the partnership upon a basis of cooperation and trust, we are going to maintain the Anglo-Saxon bloc over against the Soviet possession of this weapon. Such a condition will almost certainly stimulate feverish activity on the part of the Soviet toward the development of this bomb in what will in effect be a secret armament race of a rather desperate character. There is no evidence to indicate that such activity may have already commenced...To put the matter concisely, I consider the problem of our satisfactory relations with Russia as not merely connected with but as virtually dominated by the problem of the atomic bomb.”

Work Cited:

Hoffman Cobbs, E. & Gjerde, J. (2002). In (Ed.), *Major Problems in American History, Volume II: Since 1865* (). Boston, MA: Houghton Mifflin Company.



Picture Imported from: <http://upload.wikimedia.org/wikipedia/commons/thumb/e/e1/Tsarbomb.jpg/350px-Tsarbomb.jpg>

Arzamas-16

While an atomic bomb was no longer needed to defend the Soviet Union against Germany, Soviet spies continued to collect information on the Manhattan Project. Klaus Fuchs warned the Soviets that a test was imminent.

Igor Kurchatov was told to build a bomb by 1948, less than three years away. Stalin also put the ruthless Beria in charge of the project to insure its success.

A new urgency was felt by Stalin, Beria, Kurchatov, and the scientists. The West had the bomb and they showed the world that they weren't afraid to use it. Although they had defeated Germany as allies, relations between the Soviet Union and the west were already strained.

The Soviets were afraid the United States would use the threat of nuclear weapons to push their interests on the rest of the world. Although the Soviet Union had greatly suffered during the War, Stalin had gained territories and had lifted the Soviet Union to a super power. He did not want the U.S. to take back what he had gained.

After the war, the U.S. did make demands with more confidence and forced the Soviets to withdraw their troops from the north of Iran in 1946. Stalin and Molotov tried to downplay the threat by talking about joint international control of nuclear weapons and energy, but they continued to push Kurchatov to build a Soviet bomb.

Work Cited:

Citizen Kurchatov: Stalin's Bomb Maker. Retrieved October 25, 2006 from PBS Web site:
<http://www.pbs.org/opb/citizenk/arzamas16/index.html>

Data Set:# 12

Quotes To Consider



Image Imported From:

http://www.piedmontcommunities.us/servlet/go_ProcServ/dbpage=page&gid=01360001151140401687191186

V.M. Molotov- Soviet Leader of Foreign Affairs (1941-1956)

“Today the ruling circles of the U.S.A. and Great Britain head one international grouping, which has as its aim the consolidation of capitalism and the achievement of the dominations of these countries over other peoples. The countries are headed by imperialist and anti-democratic forces in international affairs, with the active participation of certain Socialist leaders in several European states.”

Henry A. Wallace- United States Vice President (1941-1945) of Franklin D. Roosevelt

“How do American actions since V-J Day appear to other nations? I mean by actions the concrete things like \$13 billion for the War and Navy Departments, the Bikini tests of the atomic bomb and continued production of bombs, the plan to arm Latin America with out weapons, production of B-29's and planned production of B-36's, and the effort to secure air bases spread over half the globe....How would it look to us if Russia had the atomic bomb and we did not, if Russia had 10,000 bombers and air bases within a thousand miles of our coast lines and we did not?....Most of us are firmly convinced of the soundness of our position when we suggest the internationalization and defortification of the Danube or of the Dardanelles, but we would be horrified and angered by any Russian counter-proposal that would involve the internationalizing and disarming of Suez or Panama. We must recognize that to the Russians these seem to be identical situations.”

Works Cited:

University of Houston. *Origins of the Cold War*. Retrieved

October 12, 2006 from History Web site:

<http://www.digitalhistory.uh.edu/historyonline/us37.cfm>

Assessment

In order to properly assess students' understanding of the concepts discussed throughout this inquiry lesson, the instructor will use two different methods. First, students will be formally assessed by writing a position paper pertaining to their individually formed conclusions through evaluating the strongest hypothesis from their perspective. Students will be required to develop a thesis statement that clearly addresses their conclusion in reference to the focus question. Also, students must support their conclusions with information from the data gathering process. The second and smaller portion of the assessment will be an informal measure of the students' involvement in the historical process. Each group will critique the effort and participation of each member other than themselves. This score along with their hypothesis worksheet will form the informal piece of the assessment puzzle.

Inquiry Lesson Plan Evaluation and Reflection

I believe that this inquiry lesson plan provides the objectives necessary to meet the standards of an 11th grade U.S. History classroom. I feel this lesson is appropriate for all 11th grade students in any city and state in the country. This lesson would be placed near the last quarter of a U.S. History curriculum just following the conclusion of World War II. I believe that this unit properly excavates the core values of diplomacy, foreign relations, and the ability for military technological advancements to play a large role in these two concepts.

P.A.S.S. Standards

1. Higher Order Thinking (HOT) – 5

I feel that this lesson scores a four based on the PASS standard criteria. Although not all students would be engaged in higher order thinking at all times throughout the lesson, I believe that the data sets provided coupled with the inquiry process force students to think for themselves. Students are able to evaluate documents in order to synthesize a hypothesis. Through focusing on the central question and using the hypotheses they have formed, students are able to properly arrive at independent conclusions and gain proper perspective by listening to other opinions. I do however find it hard to properly evaluate numerically exactly how many students would take part in this process, but through the Inquiry method itself I truly believe that most students would take part in HOT.

2. Deep Knowledge – 5

I believe this lesson scores a five based on the PASS standard criteria for deep knowledge. I feel that this lesson is scored at the five level because of the complexity of the Cold War itself. Through the examination of data sets students will begin to understand that there is not an open and shut answer as to the cause of this conflict. In fact the causes are multilayered and stretch between social disciplines. Political policies and ideological differences highlight two major causal elements of the Cold War that are not found on the surface. In order to understand these topics students must explore their complexities and understand that the answer to the focus question is multifaceted.

3. Substantive Conversation-5

This lesson scores a four based on PASS standard criteria for substantive conversation. This lesson and the inquiry model in general requires students to take responsibility for learning. Students will be forced to form their own ideas after examining documents, and they will form their own interpretations through class discussions. However, I do not think this lesson scores a five because I do not believe that almost all of the students in the class will engage in multilayered discussions that build from student to student. I feel that the data sets provided allow for guidance but do not specifically tell students how they are to interpret the information. I believe that for this reason many students will inquire through conversation but not all or an overwhelming majority.

4. Connections to the World Beyond the Classroom- 3

I believe this lesson scores a three based on PASS standard criteria for substantive conversation. Although this lesson makes numerous connections to contemporary issues such as U.S. foreign policy, international organizations such as the U.N., and ideological struggle, I don't feel this lesson is intended to completely draw the connections. A unit revolving around the entire Cold War would allow students to better understand not only the formation of political policy, but the affect that this attempt at diplomacy has on the situation. This unit merely provides bites and pieces of the overall Cold War message. Also, without this complete picture I do not feel that the message delivered by this particular lesson should be carried to a larger audience. Once students have completed the Cold War unit and have seen both causes and affects, then I feel they will have the knowledge necessary to draw parallels between the Cold War and contemporary issues.

5. Ethical Valuing

I believe this lesson scores a four based on PASS standard criteria for ethical valuing. I feel that this lesson addresses the value of diplomacy and peacekeeping which go hand and hand with democratic values. Through the data that is investigated, students learn about different diplomatic attempts to curb U.S./Soviet tensions along with promote the greater good of rebuilding Europe. Although much testosterone is thrown around during this time period, students can understand negotiation and when or if the need for physical solutions to problems should be used. This activity allows students to form their own conclusions while the position paper assessment allows for them to elaborate on their findings. Through discussion and investigation, students see multiple perspectives of the problems and understand different positions. This allows for students to understand the perspective needed to solve all types of problems.

6. Integration-3

I believe this lesson scores a three based on PASS standard criteria for integration. This lesson uses principles of both history and political science in order to connect to another subject area of the curriculum and also illustrates time and place. I believe this lesson enhances social understanding because of the discussion between the differences of Communism and Democracy and the formation of both types of societies. Also, I feel that this lesson demonstrates time and place because the use of WWII relations impact the European rebuilding process and also due to the results that U.S./Soviet policy have on the later years of the Cold War. I do not feel that this lesson deserves a four or five because it does not make intentional or deep connections to civic efficacy or the importance civic responsibility.

