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Primary Sources: The Cold War

This sample includes the following:

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (1 page)
- How to Use This Product** (2 pages)
- Lesson Plan** (4 pages)
- Primary Source Document** (1 page)

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— PRIMARY SOURCES —

The Cold War

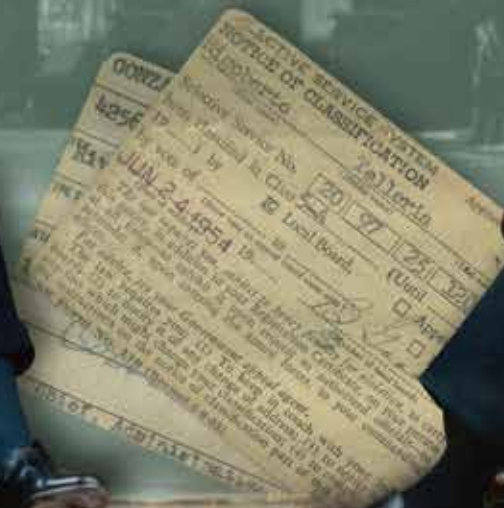


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How to Use This Product

This unit, with its primary documents, photographs, and support materials, will allow both teacher and student to expand their study of history beyond the textbook and classroom. The resources in this book assist the busy teacher in presenting innovative primary source lessons that meet state and national standards. Easy to follow, concise, and aligned to the curriculum standards, the teacher lesson plans and student activity pages are certain to become a great addition to any classroom.

Using primary sources offers students the opportunity to act and think as historians. Students will participate in the constructive process of history by studying primary documents and photographs. Viewing historic photographs, handling facsimiles of famous documents, and reading the comments and opinions of those in the past will bring history alive for students. Understanding the background of each primary source will help students to put historical events and attitudes into perspective, to think progressively, and to walk in the shoes of their ancestors.

The organization of the kit provides teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips without scurrying to find such references. Activities are varied, interesting, challenging, and engaging.

The Book

The **teacher pages** provide lesson plans organized with objectives, materials, discussion questions, suggestions for using the primary sources, and extension ideas. **Historical background pages** are provided to give teachers and students information about each of the primary sources being studied. The coordinating **student activity pages** allow the flexibility for a class, individuals, or small groups of students to focus on a specific task and provide direction for a series of tasks to be completed during a time period.

The **standards** and **objectives** for the lessons are both process and content objectives to cover the full range of social studies skills. The standard listed for each lesson is a process standard taken from one of the ten strands of the National Council for Social Studies (NCSS, *Expectations of Excellence: Curriculum Standards for Social Studies*, <http://www.ncss.org>). The objective listed for each lesson is a content learning objective describing what students will learn and how they will show what they have learned. A complete chart listing each lesson in the book and the corresponding standards is available on the CD in the folder entitled *Lesson Support Files* (standard.pdf).

The **document-based assessment** section provides student preparation and practice on the document-based questions that appear on many standardized tests today. Students will be able to analyze for meanings, compare and contrast, compose short answers, and even respond to and reflect on topics with longer essay questions. The entire testing section will provide students with opportunities to prepare for a variety of testing situations.

The Photographs

Each photograph has four general areas on the back for teacher and student use. The top of the card has a brief **Historical Background Information** section. Along the left side of the card is the **Analyzing History** section. This includes questions and activities designed to make students analyze what they see and learn. In the **Historical Writing** section, students are given two writing assignments, one fiction and one nonfiction. Finally, the **History Challenge** section offers fun extension ideas for the students. The teacher lesson plans do not necessarily refer to each of the sections on the back of the card. These activities can be used by teachers in any way that fits their classroom needs (group work, individual work, learning center, etc.).

The Primary Sources

The documents, letters, maps, and other primary sources are provided in both an authentic-looking format as well as in the book for reproduction. The large copies of the primary sources should be shared with the students so that they can see and feel the facsimiles. The easy-to-read copies of the primary sources in the book can be reproduced for the students to use during student activities. If the text of a document is too long, only an excerpt of the text is included in the book. The entire text of the document is available on the CD.

The CD

The CD provided with the book has copies of the 16 main primary sources and photographs, additional documents and photographs from the time period, and activities to support and enrich the lessons in the book, including 16 student pages to support the introduction. See pages 75–76 for more information about using the CD.

Objectives of This Unit

By participating in the lessons provided in this book, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- be prompted by visual clues.
- compare their assumptions against others.
- expand their appreciation for other time periods.

By presenting the lessons in this book, teachers will:

- improve students' test scores and improve test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning history.
- develop critical-thinking skills in students.

Statesman Mao Tse-tung

Standard/Objective

- Identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others. (NCSS)
- Students will write a follow-up article on Mao Tse-tung for *TIME* explaining how his communist rule has affected life in China.

Materials

Copy of the facsimile *TIME Magazine Cover*; Copies of the historical background information (page 40); Copies of the student activity sheet, *The End of a Ruler* (page 41); For optional use: *Mao Tse-tung on TIME Magazine* (page 42)

Discussion Questions

- Generate a list of what qualities and characteristics make a great leader.
- Do you think the United States should have done more to try to help the nationalists defeat the communists in China?
- What other oppressive leaders throughout history can Mao Tse-tung be compared to? How are they similar or different?
- Based on the 1949 *TIME* cover, do you think the United States had a clear picture of what the leadership of Tse-tung would bring?

Using the Primary Source

Show the *TIME* cover to the students and tell them that this person is coming in to be their teacher for next year. Ask the students what kind of year they think they will have. Brainstorm their ideas on the board. Students who know about Tse-tung will have a more accurate picture of what school would be like under a communist teacher. Have them read the historical background information (page 40) and then ask the discussion questions above. Finally, go back to the first scenario and ask students to more accurately describe what kind of teacher Tse-tung would make for the following year.

Distribute the student activity sheet, *The End of a Ruler* (page 41) to the students. Tell them that they will be constructing a cover for *TIME* for the week that Tse-tung died. Explain that students should decide the single most important aspect of Tse-tung's life to show on the cover along with a caption that would sum up this communist leader's rule.

Extension Idea

- Have students compare Tse-tung's years as a leader with Saddam Hussein or another oppressive leader in world history.

Statesman Mao Tse-tung *(cont.)*

Historical Background Information

Before the Republican Revolution of 1911, China had only known imperial rule. China's republic lasted from 1912–1949, but it was a republic in name only. The first leader had aspirations to set himself up as an emperor, but was prevented from doing so by the public. So, for the first decade (1912–1921), the government in China was extremely shaky.

In 1921, the Communist Party in China was established and joined hands with the Nationalist Party, also known as *Kuomintang* or KMT. After encouragement from the Soviets, the KMT joined hands with the communists in China in order to form a strong revolution. This new unification brought complications. The communists encouraged the peasants to reform movement, but the KMT drew support from the wealthy landowners. By 1927, this conflict (between rich and poor) led the KMT to expel all communists from the country. Many of the communists settled on the borders of the Jiangxi province. It was here that the up-and-coming communist leader, Mao Tse-tung, led them.

Tse-tung (also known as Mao Zedong) was born into a peasant farming family in 1893. He often rebelled against his father, the ruling authoritarian in his household. Tse-tung learned early that his rebellion paid off. If he defended his rights against his father's rule, his father would eventually give in. If he submitted to his father, Tse-tung would be beaten. Tse-tung was educated in the village schools and sometimes skipped classes so that he could read books and teach himself. He tried to help when a famine spread across his area by asking the wealthy farmers to contribute food. This made his father upset. His father would rather sell his rice to people in the cities than help those in need in the country. When his father wanted to send him to a rice field to work for a rice merchant, Tse-tung rebelled again. He left home to study at a college. When he graduated, he became a teacher. He joined the Communist Party when it was founded in 1921 and married a daughter of a professor who was also a communist.

Tse-tung believed that for communists to be strong, the peasants must be convinced to embrace communism. By the mid-1930s, the Japanese had invaded China, and Tse-tung agreed to merge with the KMT to hold the Japanese back. After accepting the Japanese surrender, bitter feelings between the communists and the KMT caused their alliance to end. After that, a civil war took place between the KMT and the Chinese Communist Party. After World War II, the United States unsuccessfully tried to mediate problems between the KMT and the communists in China, but the KMT were badly beaten. By 1949, the communists controlled most of mainland China and the nationalists retreated to the island of Taiwan. A month before the communists won the civil war, the United States released "The China White Paper," a document that tried to explain why the United States was not able to alter the results of the war in China. Many people criticized President Truman's administration and believed they could have done more to help the KMT win the war.

As the fighting continued between these two forces, Tse-tung made his way from village to village. He worked the land just like the peasants he lived among. In this way, he became increasingly popular and gathered a large following. In 1949, the year *TIME* published this cover of Tse-tung, he became the leader of the newest communist country, the People's Republic of China.

During the Korean War, China viewed the United States as an enemy. Over one million Chinese soldiers fought against the United States in the war and Tse-tung even lost a son on the front lines. Throughout Mao Tse-tung's 27-year rule, many suffered from famine and oppression. His ideas led him to believe that peasants under communist rule could overtake western economies by implementing hard work. Between 1959–1962, more than 20 million people died from starvation. Tse-tung died in 1976, bringing his destructive and brutal rule to an end.

Mao Tse-tung on *TIME* Magazine



TIME Magazine, TIME, Inc./Timepix

TIME

THE WEEKLY NEWSMAGAZINE



CHINA'S MAO TSE-TUNG
The Communist Boss learned tyranny as a boy.