

# United States History Assessment: Cold War

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<b>United States History Assessment: Cold War Timeline</b>	
<b>Academic Standards for U.S. History</b>	Content Standards: 5.1.A.- 5.1.D.; 5.2.B.; 5.3. Process and Literacy Standards: 1.A.2, 1.B.6, 1.C.9, 2.B.4, 2.C.7, 2.C.8, 2.C.9
<b>Compelling/Essential Question</b>	In what ways can tensions between nations of opposing ideologies impact global events?
<b>Supporting Question(s)</b>	<ul style="list-style-type: none"> <li>• Why is the phrase “Cold War” an appropriate title for U.S.-Soviet relations in the post-World War II era?</li> <li>• What role do political cartoonists serve in reflecting public opinion toward national and international events?</li> </ul>
<b>Historical Context</b>	By the time World War II ended, most American officials agreed that the best defense against the expansion of Communism was a strategy called “containment.” This began an ideological, as well as physical conflicts, between the United States and the Soviet Union, labeled by historians and the media as the “Cold War.” Over several decades, tensions would rise as a consequence of attempts by either side to influence the politics of several regions of the globe. During this time period, newspapers published the artistic works of political cartoonists who used symbolism, irony, and sometimes sarcasm to express public opinion toward specific events.
<b>Background Reflection</b>	Examine the poster below. How does each president’s statement echo the Truman Doctrine of containment? Do these quotations reflect changing attitudes toward the threat of Communism over time? Why or why not?
<b>Assessment for Learning (Formative Performance Task)</b>	The student will analyze a collection of historical cartoons published during the decades following World War II, known as the Cold War, in order to make recommendations for an illustrated timeline and to provide narrative explanations accompanying each cartoon selected for the timeline.
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Access to the complete collection of political cartoons included in this assessment and listed in the appendix to these instructions; specific political cartoons to be used in the final task will be determined by each student.</li> <li>• Timeline template (one per student, printed or accessible online.)</li> </ul>

<b>Student Task</b>	<p>1. You are a researcher for a high school textbook publisher. Its new U.S. History textbook’s chapter on the Cold War will feature an illustrated timeline, highlighting some of the best political cartoons published during this era. Your task is to:</p> <p>A.) select the five cartoons to appear on the timeline, and</p> <p>B.) provide a narrative comment for each cartoon selected for the timeline.</p> <p>2. You will be provided a collection of political cartoons, representing multiple events that occurred during the Cold War. Select five events (cartoons) that you believe caused the greatest increase in tension between the U.S. and Soviet Union. To assist you in making your decision, it is recommended that you analyze each cartoon in the collection, using one type of cartoon analysis. Your teacher may provide you with a strategy or you may wish to use the analysis form available from the National Archives and Records Administration at <a href="https://www.archives.gov/education/lessons/worksheets/cartoon.html">https://www.archives.gov/education/lessons/worksheets/cartoon.html</a>.</p> <p>3. When you have made your selection of five cartoons, use the Cold War Timeline template to complete your task. Your teacher will provide you with a printed copy of the timeline template or with the link to an online form. Arrange your five cartoons in chronological order before you begin to fill in the timeline. (You will use only the</p>
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INSTRUCTOR

	<p>information from the primary sources AND your own knowledge of history to complete this task.)</p> <p>4. Beginning with the cartoon of the earliest event, find the box labeled #1 on the timeline. In the top line of the box, write the date of the historic event and the title of the cartoon depicting that event. Beneath, find the larger box. Here you will write a narrative. Each cartoon’s narrative must be approximately 50-75 words in length and must:</p> <p>A.) Describe the Cold War event that increased tension between the U.S. and Soviet Union.</p> <p>B.) Explain the artist’s viewpoint toward this event? (What message does he convey about the event?)</p> <p>5. Repeat the same process as above for the remaining four cartoons, making sure that the placement of each cartoon is in correct chronological order, from left to right, on the timeline.</p>
<b>Instructor’s Notes</b>	<ol style="list-style-type: none"><li>1. The teacher should introduce the essential question by displaying the political cartoon below in order to initiate a class discussion, using the questions provided for student reflection.</li><li>2. The teacher should review the directions of the assessment with students.</li><li>3. Students will be given access (online or printed) to the required collection of primary sources found in this assessment.</li><li>4. Students should be encouraged to use common strategies for analyzing primary sources. For example, the National Archives and Records Administration offers excellent templates, online and printable, for a wide variety of sources at <a href="https://www.archives.gov/education/lessons/worksheets">https://www.archives.gov/education/lessons/worksheets</a>.</li><li>5. Student timelines are required to include a total of FIVE political cartoons which reflect an increase in tensions between the United States and the Soviet Union during the Cold War decades, For each of the five cartoons selected, students must write one narrative of approximately 50- 75 words, responding to the two questions in the student directions above.</li><li>6. A two-page template of the timeline is available for students composing their responses by hand. An online form (one-page) is also available for students to use with mobile devices or in computer lab settings.</li><li>7. Teachers should use the rubric provided for assessing student work.</li></ol> <p>Option for Extension: Students may be encouraged to extend the exercise by researching contemporary examples which could be used to answer the reflection question, “Does the Cold War continue today?” Encourage students to engage in a classroom debate, utilizing their research to support opposing sides of the question.</p> <p>8. Option: For an extension exercise, provide time for students to examine the political cartoon below. Conduct a classroom discussion using the guided questions for the cartoon. Allow students to conduct their own research to identify news articles and additional political cartoons which might support or refute the claim that the Cold War has not ended.</p>

**Suggested Modifications for English Learner (EL) Students**

Students may opt to verbally summarize to their instructor the narrative of each cartoon selected.

INSTRUCTOR

**Primary Source Political Cartoon Collection:**

<b>Historic Event:</b>	<b>Date:</b>	<b>Cartoon Citation:</b>
Fall of Eastern Europe	1945-1948	<i>The Red Iceberg</i> , Impact Publications, 1960
Greece Civil War	1946-1949	<i>Where To</i> , by Granger, 1947
Iron Curtain	1946	<i>No Admittance</i> , by Leslie Illingworth, London Daily Mail, 1946
Marshall Plan	1948	<i>Step On It Doc</i> , by Roy Justus, Minneapolis Star, 1947
Division of Berlin	1948	<i>How to Close the Gap</i> , by D.R. Fitzpatrick, St. Louis Dispatch, 1948
Berlin Airlift	1948-1949	<i>Delivery</i> , by James Burnett Ivey, Washington Star, 1949
NATO and Warsaw Pact Formed	1949; 1955	<i>Draw Swords</i> , by Kesava Shankara Pillai, Shankar's Weekly, 1958
Arms Race	1949-1987	<i>MAD</i> , by Cummins, Daily Express, London, 1953
Korean War	1950-1953	<i>The Fuse</i> , by D.R Fitzpatrick, St. Louis Dispatch, 1950
Vietnam War	1955-1975	<i>Will LBJ's Luck Hold Out</i> , Cy Hungerford, Pittsburgh Post-Gazette, c. 1986-1968
Indochina Instability	1953-1975	<i>Dominoes</i> , by Herb Block, Washington Post, 1964
Cuban Missile Crisis	1962	<i>Cuban Missile Crisis</i> , by by Leslie Illingworth, London Daily Mail, 1962

**Background Reflection:**

Examine the poster below. How does each president's statement echo the Truman Doctrine of containment? Do these quotations reflect any changing attitudes toward the threat of Communism over time? Why or why not?

**At the present moment in world history nearly every nation must choose between alternative ways of life. . . . One way of life is based upon the will of the majority. . . . The second way of life . . . relies upon terror and oppression. . . . I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation. . . .**

**Harry Truman**

**You have what you would call the 'falling domino' principle. You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly.**

**Dwight Eisenhower**

**Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.**

**John F. Kennedy**

**We don't propose to sit here in our rocking chair with our hands folded and let the Communists set up any government in the Western Hemisphere.**

**Lyndon Johnson**

**The Cold War isn't thawing; it is burning with a deadly heat. Communism isn't sleeping; it is, as always, plotting, scheming, working, fighting.**

**Richard Nixon**

**Option: Extension Activity**

Examine the cartoon below. This is a contemporary artist's views about recent activities of the modern-day nation of Russia. What does the bear within the ice block symbolize? In your opinion, does the artist believe that the Cold War continues today? How have you come to this conclusion?



Cartoon by Heng, *Lianhe Zaobao* newspaper, Singapore, August 29, 2008

<b>United States History Assessment: Cold War Timeline</b>	
<b>Compelling/Essential Question</b>	In what ways can tensions between nations of opposing ideologies impact global events?
<b>Supporting Question(s)</b>	<ul style="list-style-type: none"> <li>● Why is the phrase “Cold War” an appropriate title for U.S.-Soviet relations in the post-World War II era?</li> <li>● What role do political cartoonists serve in reflecting public opinion toward national and international events?</li> </ul>
<b>Background Reflection</b>	<p>By the time World War II ended, most American officials agreed that the best defense against the expansion of Communism was a strategy called “containment.” This began an ideological, as well as physical conflicts, between the United States and the Soviet Union, labeled by historians and the media as the “Cold War.” Over several decades, tensions would rise as a consequence of attempts by either side to influence the politics of several regions of the globe. During this time period, newspapers published the artistic works of political cartoonist, who used symbolism, irony, and sometimes sarcasm to express public opinion toward specific events.</p> <p><i>Examine the poster below. How does each president’s statement echo the Truman Doctrine of containment? Do these quotations reflect changing attitudes toward the threat of Communism over time? Why or why not?</i></p>

<b>Student Task</b>	<p>1. You are a researcher for a high school textbook publisher. Its new U.S. History textbook’s chapter on the Cold War will feature an illustrated timeline, highlighting some of the best political cartoons published during this era. Your task is to:</p> <p>A.) select the five cartoons to appear on the timeline, and  B.) provide a narrative comment for each cartoon selected for the timeline.</p> <p>2. You will be provided a collection of political cartoons, representing multiple events that occurred during the Cold War. Select five events (cartoons) that you believe increased tension between the U.S. and Soviet Union. To assist you in making your decision, it is recommended that you analyze each cartoon in the collection, using one type of cartoon analysis. Your teacher may provide you with a strategy or you may wish to use the analysis form available from the National Archives and Records Administration at <a href="https://www.archives.gov/education/lessons/worksheets/cartoon.html">https://www.archives.gov/education/lessons/worksheets/cartoon.html</a></p> <p>3. When you have made your selection of five cartoons, use the Cold War Timeline template to complete your task. Your teacher will provide you with a printed copy of the timeline template or provide you with the link to an online form. Arrange your five cartoons in chronological order before you begin to fill in the timeline. (You will use only the information from the primary sources AND your own knowledge of history to complete this task.)</p> <p>4. Beginning with the cartoon of the earliest event, find the box labeled #1 on the timeline. In the top line of this box, write the date of the historic event and the title of the cartoon depicting that event. Beneath, find the larger box. Here you will write a narrative. Each cartoon’s narrative must be approximately 50-75 words in length and must:</p>
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## STUDENT

	<p>A.) Describe the Cold War event that increased tension between the U.S. and Soviet Union.</p> <p>B.) Explain the artist's viewpoint toward this event. (What message does he convey about the event?)</p> <p>5. Repeat the same process as above for the remaining four cartoons, making sure that the placement of each cartoon is in correct chronological order, from left to right, on the timeline.</p> <p>5. Repeat the same process as above for the remaining four cartoons, making sure that the placement of each cartoon is in correct chronological order, from left to right, on the timeline.</p>
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Examine the poster below. How does each president's statement echo the Truman Doctrine of containment? Do these quotations reflect changing attitudes toward the threat of Communism over time? Why or why not?

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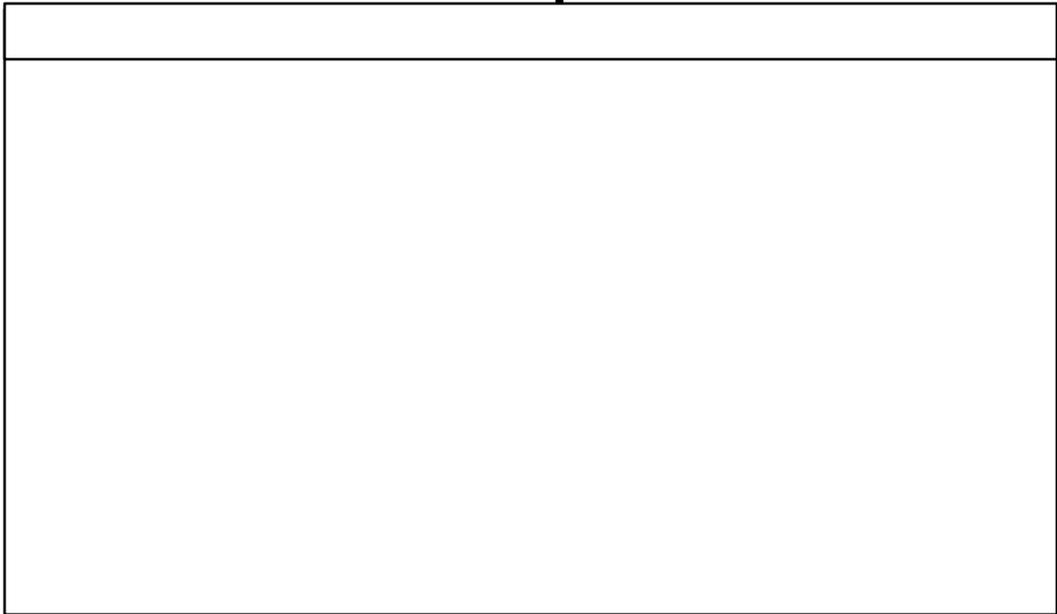
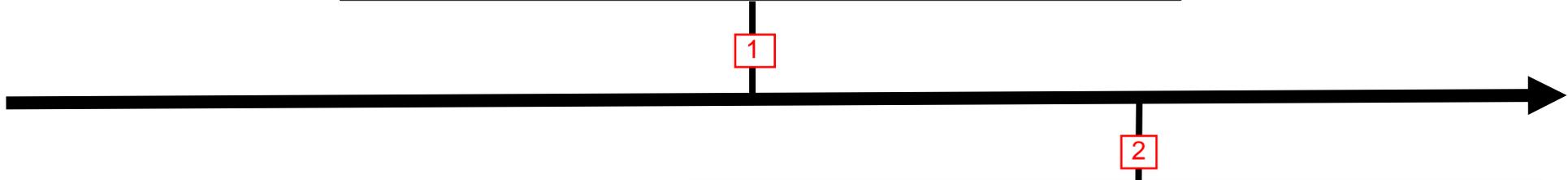
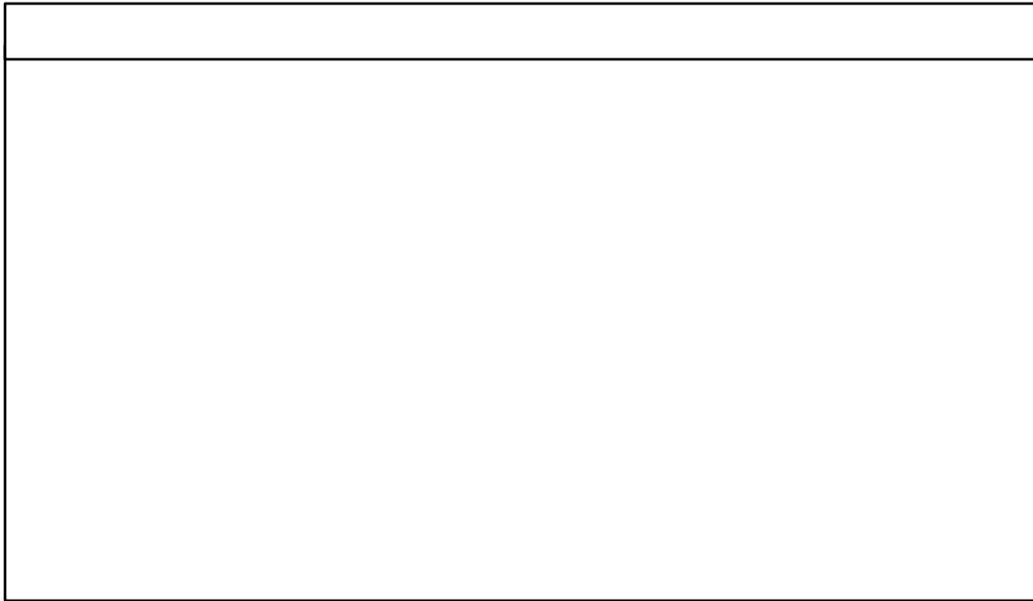
**Richard Nixon**

**Rubric: United States History Assessment -- Cold War**

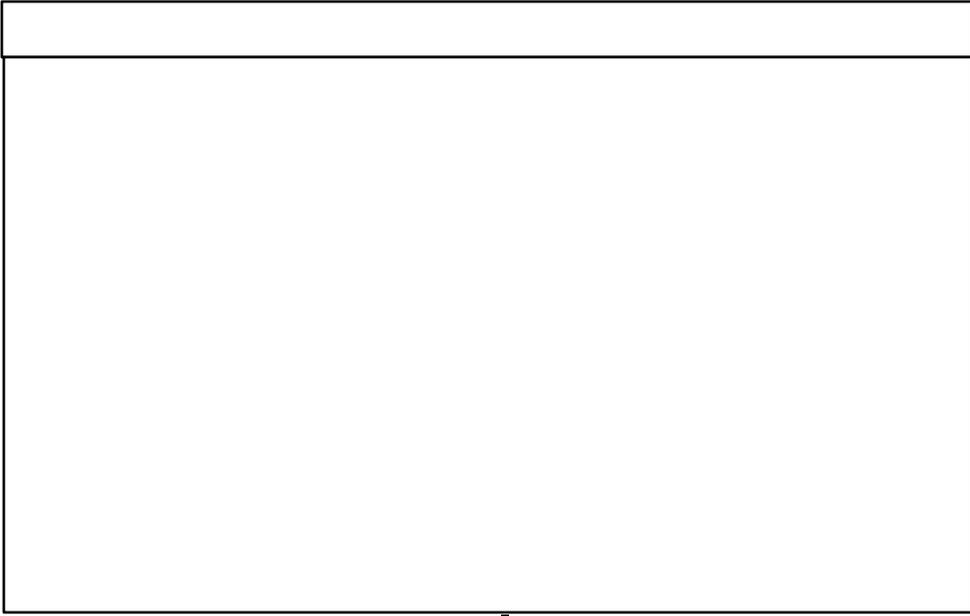
Student Name: \_\_\_\_\_

Criteria:	Score: 0 Unsatisfactory	Score: 1 Developing	Score: 2 Approaching	Score: 3 Meets Expectations	Student Score:
<b>Task Requirements</b>	No components are completed	Less than half of components are completed	Majority of components are completed	All components are fully completed	
	<ul style="list-style-type: none"> <li>● Selection of political cartoon on chronological timeline (5)</li> <li>● Date of historic event identified (5)</li> <li>● Title of cartoon noted (5)</li> <li>● Timeline narrative- event description(5)</li> <li>● Timeline narrative- cartoonist's viewpoint (5)</li> </ul>				
<p><b>Oklahoma Academic Content Standards:</b>  <b>5: The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.</b>  <b>1. Cite specific textual and visual evidence to analyze the origins of international alliances and efforts at containment of Communism following World War II.</b>  <i>A. Identify the origins of Cold War confrontations between the Soviet Union and the United States including the leadership of President Harry Truman, the postwar division of Berlin, the Berlin Blockade and Airlift, the fall of the Iron Curtain, and the Marshall Plan.</i>  <i>B. Describe the role of the United States in the formation of the United Nations, NATO and the resulting Warsaw Pact, and the dividing of the political world into the Western and Soviet spheres of influence.</i>  <i>C. Assess the impact and successes of the Truman Doctrine including the American military response to the invasion of South Korea.</i>  <i>D. Compare and contrast the domestic and international goals of President Kennedy's administration as expressed in his Inaugural Address to the subsequent building of the Berlin Wall, the Bay of Pigs Invasion, the Cuban Missile Crisis, and the establishment of the Peace Corps.</i>  <b>2. B. Examine the impact of the proliferation of nuclear weapons and the resulting nuclear arms race, the concept of brinkmanship, the doctrine of mutually assured destruction (MAD). . . .</b>  <b>3. Cite specific textual and visual evidence to analyze the series of events and long term foreign and domestic consequences of the United States' military involvement in Vietnam including the Domino Theory, the Gulf of Tonkin Resolution, the Tet Offensive . . . .</b></p>					
<b>Historical Accuracy</b>	Contains numerous major factual errors or provides no facts	Contains some major factual errors	Contains minor factual errors	Contains no factual errors	
<b>Historical Understanding</b>	Demonstrates significant historical misunderstanding(s)	Demonstrates uneven historical understanding(s)	Demonstrates general historical understanding(s)	Demonstrates precise historical understanding(s)	
<b>Application of Historical Evidence</b>	Narratives are not coherent and/or unclear interpretation of viewpoints	Narratives are partially coherent and/or some unclear interpretations of viewpoints	Most narratives are coherent and most viewpoints clearly analyzed	All narratives are coherent and all cartoonists' views clearly analyzed	
<b>Overall Quality of Authentic Product</b>	Shows no logical reasoning or cohesion to answer the essential question	Shows limited logical reasoning or cohesion to answer the essential question	Shows adequate logical reasoning and cohesion to answer the essential question	Shows strong logical reasoning and cohesion to address the essential and/or supporting questions.	
<b>Total Score for all Criteria:</b>					

- Score 0 indicates unsatisfactory and/or incomplete work by the student.
- Score 1 indicates that the student's work demonstrates developing skills, yet falls short of a satisfactory level of mastery.
- Score 2 indicates that the student's work is approaching fulfillment of all requirements and demonstrates good quality.
- Score 3 indicates full completion of all requirements and a may indicate a quality of work that exceeds expectations.



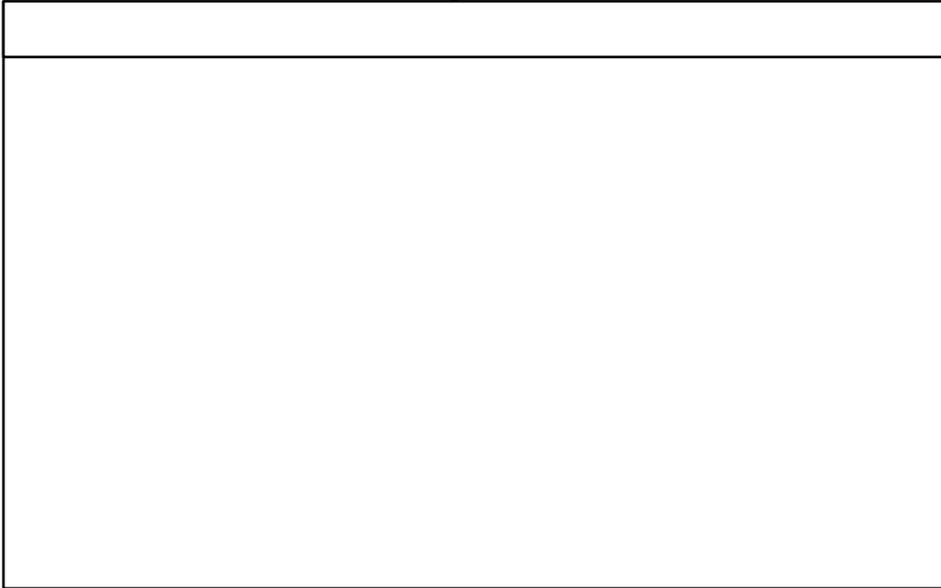
**Cold War Timeline:  
Through the Eyes of  
Political Cartoonists**



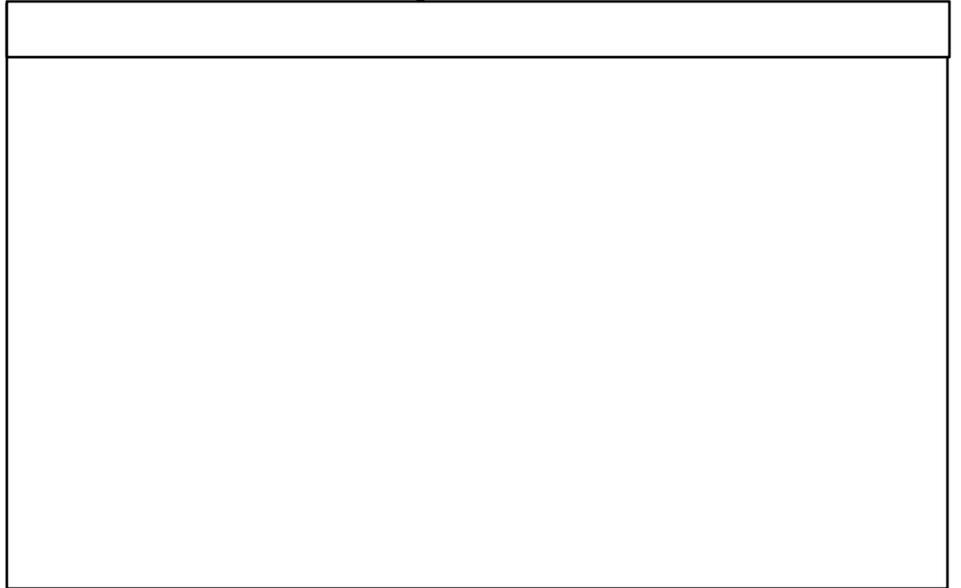
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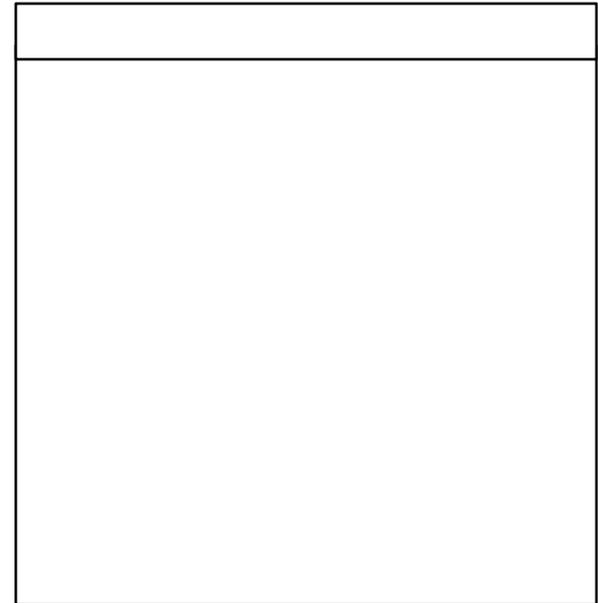
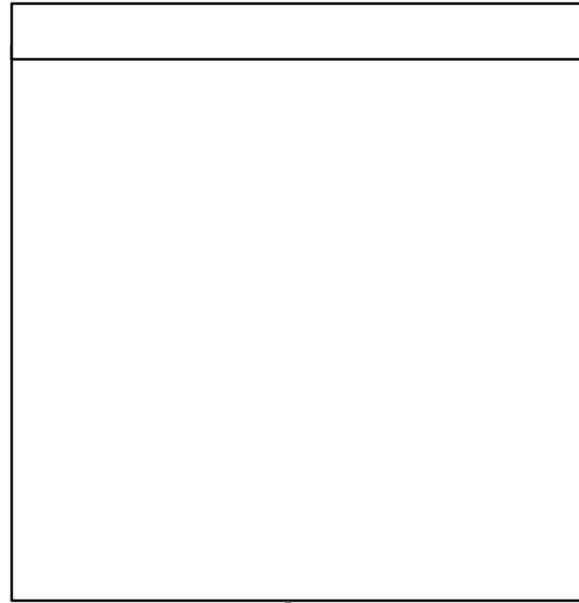
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# Cold War Timeline: Through the Eyes of Political Cartoonists



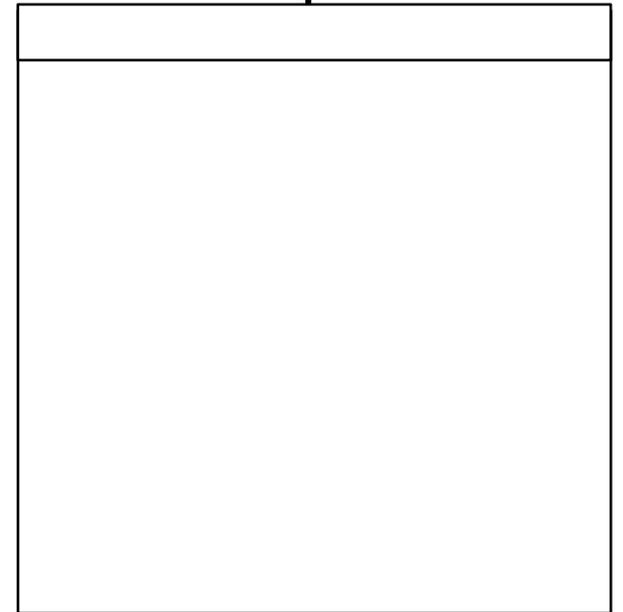
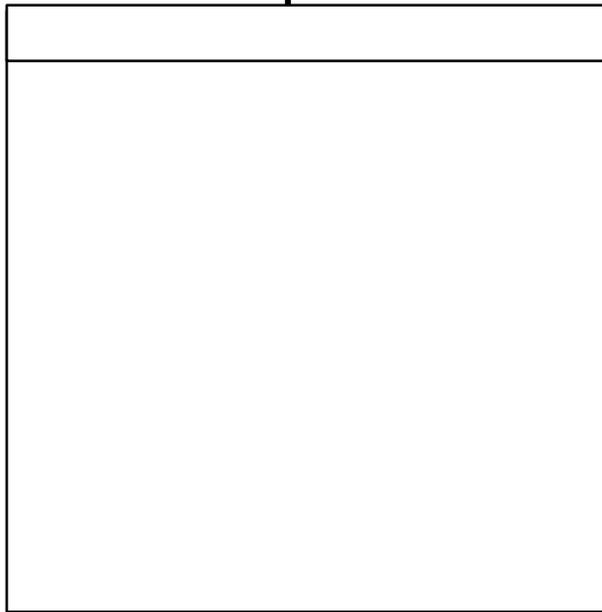
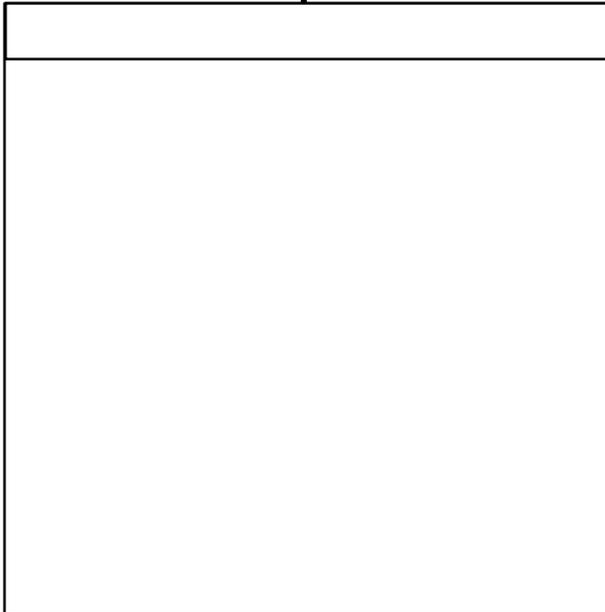
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# THE RED ICEBERG



The Red Iceberg, comic book, *Impact Publications*, 1960



"Where to?"

1947

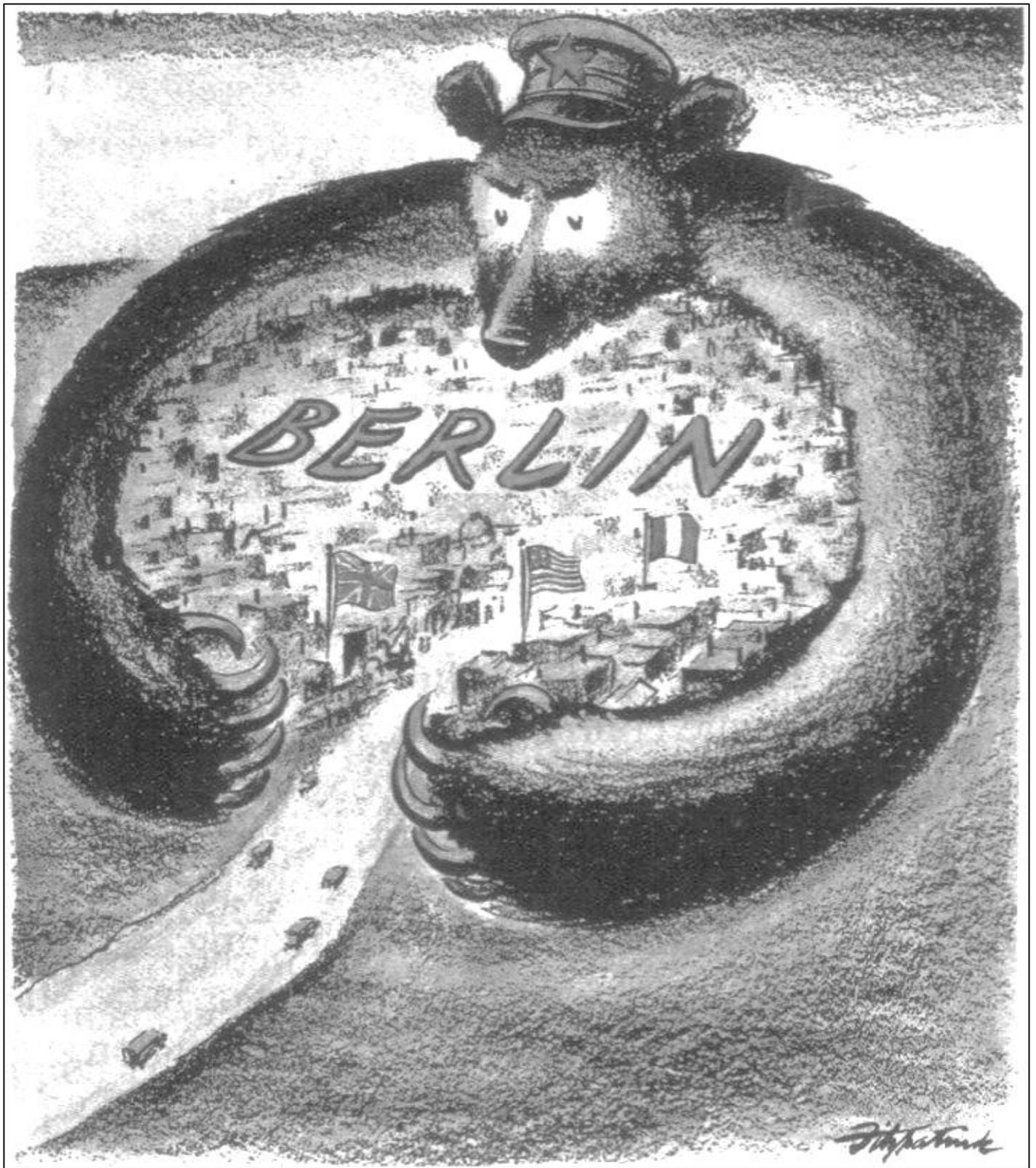


Leslie Illingworth, *London Daily Mail*, March 1946

Step on it, Doc!



by Roy Justus, *Minneapolis Star*, 1947, courtesy of Syracuse University Library

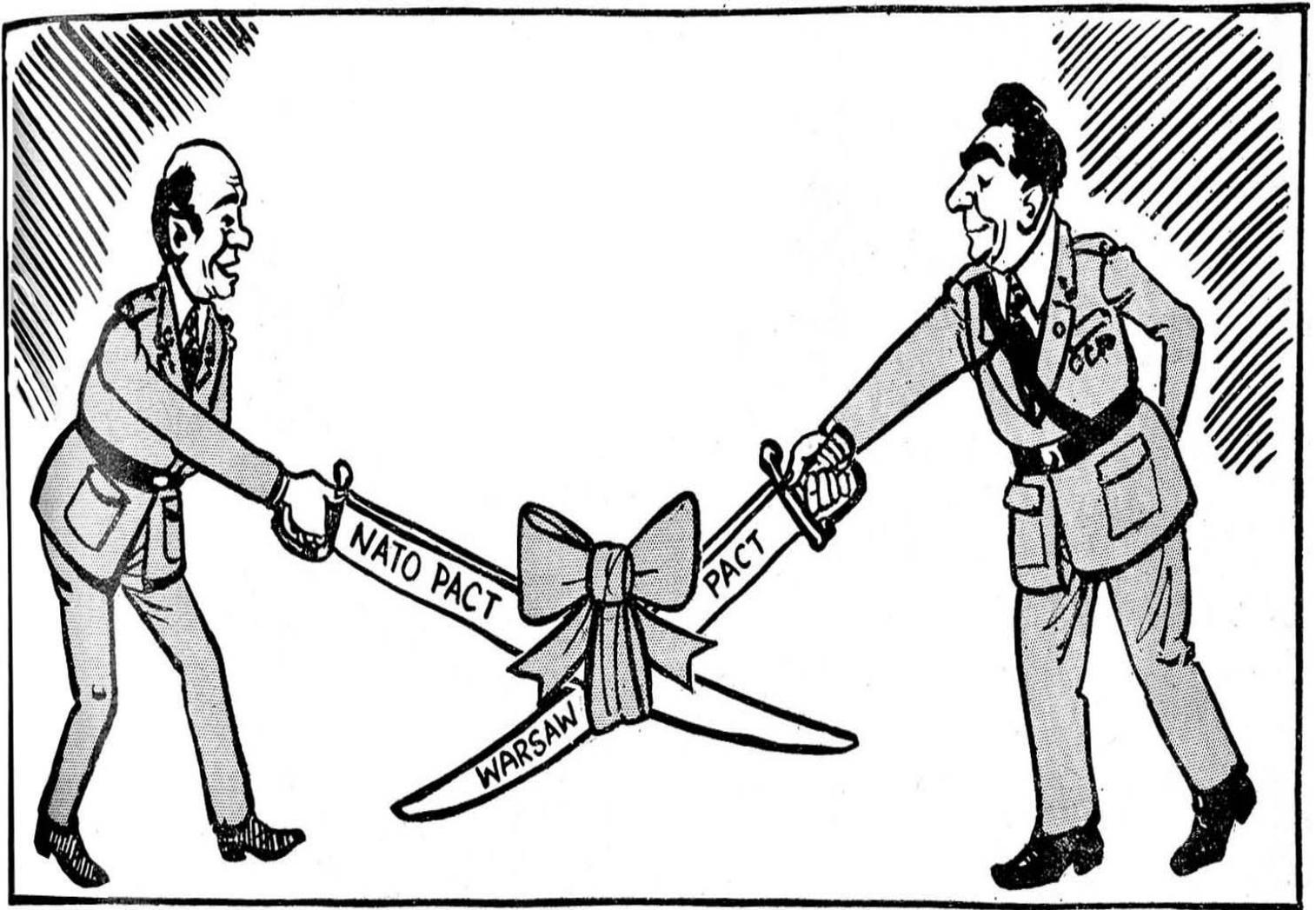


*How to Close the Gap?* by D.R. Fitzpatrick, 1948

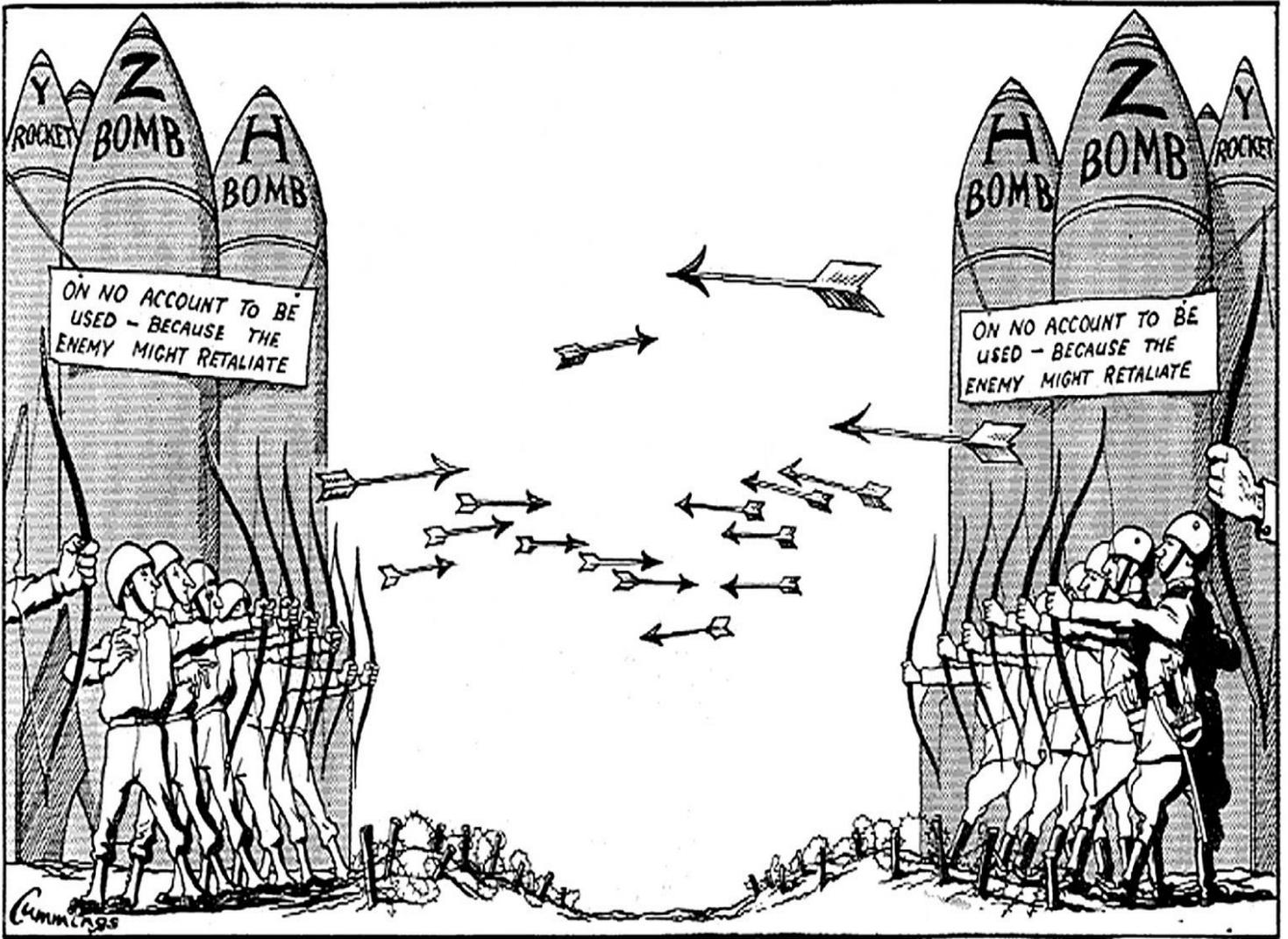


James Burnett Ivey,

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By Kesava Shankara Pillai, *Shankar's Weekly*, 1958



By Cummings, *Daily Express*, London, 1953



By Daniel Robert Fitzpatrick, *St. Louis Post-Dispatch*, July 6, 1950, State Historical Society of Missouri

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WILL LBJ'S LUCK HOLD OUT?



3 w/e Thursday building

"Will LBJ's Luck Hold Out?" by Cy Hungerford, Pittsburgh Post-Gazette, c. 1966-1968, Library of Congress Prints and Photographs Division

## Dominoes



"Dominoes", by Herb Block, *Washington Post*, 1964



By Leslie Gilbert Illingworth, *Daily Post*, London, October, 1962