**Title:** U.S./Soviet Relations Post World War II

**Essential Question:**

To what extent were U.S. policies regarding the Soviet Union shaped by the post World War II fears of expansion of communism?

**Objective:**

Students will identify and analyze the reasons for the growing tensions between the United States and the Soviet Union following World War II and the rationale for the development of the U.S. policy of “Containment” to curb the spread of communism. They will read excerpts of George Kennan’s “Long Telegram” and Nikolai Novikov’s response in his “Telegram to Soviet Leadership” and analyze the reasons for the different viewpoints of U.S./Soviet relations.

**Materials:**

* 1 copy of [U.S./Soviet political cartoon](https://drive.google.com/file/d/0B2mWjlsfbujBaW5lVERGaHhCeDQ/view?usp=sharing)
* 1 copy of [George Kennan’s “Long Telegram”](https://drive.google.com/file/d/0B2mWjlsfbujBTzFHbWdmQTBBc0k/view?usp=sharing)
* 1 copy of [Nikolai Novikov’s Telegram to Soviet Leadership](https://drive.google.com/file/d/0B2mWjlsfbujBQzhuTVFmSFNCODg/view?usp=sharing)
* 1 copy of the [U.S. Soviet Relations Graphic Organizer](https://drive.google.com/drive/folders/0B2mWjlsfbujBfjhiVGJka0xYYUtIdl9EdWNBU1FHdmVmSzZGcmFHREp1cEhYNjhZZzExcDg)
* 1 copy of the [What Do I Know?](https://docs.google.com/document/d/1Miby-iQlBzcApyCWeMB-JFdtiz1kAcpMQSPQZJLlyxo/edit?usp=sharing) Graphic Organizer
* 1 computer and projector for display purpose

**Introduction:**

The U.S./Soviet alliance during World War II was born out of necessity. It was designed to defeat a common enemy, not to promote a common set of ideals. This, in turn, shaped the post war relationship between the two nations and the beginning of the Cold War. Explain to the students that they will be examining and analyzing the evolving U.S./Soviet relationship after World War II. Student’s will open the class period by examining Bruce Russell’s political cartoon “Time to Bridge the Gulch” which was published in the United States in November of 1945.

**Procedure:**

1. Show the cartoon “Time to Bridge the Gulch” and ask the students to study the cartoon for one minute. Ask the students to consider the relationship between the United States and the Soviet Union during and immediately following the end of World War II in Europe while viewing the cartoon.
2. At the end of the one minute viewing session, have the students complete a brief 3-2-1 activity.
	1. Students will write down 3 things they can easily identify in the cartoon as evidence, then they will write down 2 inferences they can make as a result of the information presented in the cartoon, and finally they will write down 1 question that they have about the cartoon. Remind the student to keep in mind the relationship between the U.S. and the Soviet Union during the war. This should be limited to 2-3 minutes.
	2. Students will then share their information with a partner or the teacher can conduct a whole group discussion of the activity. This should be limited to 3-5 minutes.
		1. Ask students to explain what facts are presented in the cartoon. What do they See. (Responses could include the bear with hammer and sickle, the U.S. eagle, the divide between the two, the floating papers with the words “deepening suspicions” and “irresponsible statements”, storm clouds brewing, etc.)
		2. Ask student to explain what inferences can be made after viewing the cartoon. What is not visible, but we can reasonably infer? (responses may include growing fears of communism, distrust between the two nations over rebuilding Germany, the power struggle between the nations, etc.)
		3. Ask student what questions they have about the cartoon. Write some of the quality questions you wish students to consider on the board. Do not give answers to these questions as they should use these as the basis for discussions with their partners after they have completed their primary document analysis.
3. Upon completion of the 3-2-1, it should be evident to the students that there were growing tensions between the two nations as a result of their political, social, and economic differences at the end of World War II.
4. Ask the students to hypothesize what the future relationship might be between the U.S. and the Soviets. Solicit answers, but do not reinforce or correct any answer students may provide.
	1. Possible discussion questions:
		1. How might the differences between the U.S. and the Soviets affect their future policy decision towards one another?
		2. What solutions could be reached that could reduce these tensions in the future?
		3. Could tensions be reduced between the U.S. and the Soviets?
		4. What was the root cause of the tensions?
		5. What role do you think each nation saw for themselves after the war?
5. Pass out the U.S/Soviet Relations graphic organizer.
6. Distribute the documents: Kennan’s “Long Telegram” and Novikov’s “Telegram to Soviet leadership”
7. Students will read the introduction to the document. Have them complete the sourcing and contextualization sections of the graphic organizer.
8. Allow students to discuss their answers in small groups or conduct a whole class discussion.
9. SILENT READING PERIOD: Give the students 15 minutes to read and annotate their document.
10. Explain to them that the more information they have the better their understand of the document will be.
11. After the reading period, students will complete the close reading portion of the graphic organizer.
12. Allow students to discuss their answers in a small group setting if time allows, otherwise continue to step 13.
13. Reset the class and return to a whole group setting. Ask the students to share the words they felt best described the U.S./Soviet relationship as a result of the information they have just learned. Ask them justify those words by using evidence from the readings.
	1. Possible discussion questions:
		1. How did the U.S. view the Soviets according to Kennan?
		2. How did the Soviets view the U.S. according to Novikov?
		3. How did Kennan suggest the U.S should handle the relationship with the Soviets?
		4. How did Novikov suggest the Soviets should handle the relationship with the U.S.?
		5. Which of the two individuals had the most persuasive argument? Why?
		6. What effect do you think the two telegrams had on future relationships between the U.S. and the Soviet Union?
		7. Do the concerns expressed by the two authors accurately reflect the tension illustrated in Russell’s cartoon? Why or why not?
14. Pose the essential question as outlined for the day. To what extent were U.S. policies regarding the Soviet Union shaped by the post World War II fears of expansion of communism?
15. Closure/Homework: Students will complete the What do I Know graphic organizer based on the days Essential Question.

**Modifications:**

Possible modifications for this lesson could include, but are not limited to the following ideas:

* Shortening the primary documents.
* Rewording the documents to exclude or revise difficult words and phrases
* Chunk the lesson into several days (cartoon one day, readings another, What do I know graphic organizer on the final day)
* Read the documents aloud, have partners read to one another
* Complete the graphic organizer in a small group, with a partner, or as a whole group

**Assessment:**

**Formative Assessment:** Students will illustrate their knowledge through discussion and participation in completion of in-class activities such as the HIPPO. The teacher will use questioning in order to redirect whole group or small group discussions.

**Summative Assessment:** Students will show their knowledge of the topic by completing the and the What do I Know graphic organizer. They would also be expected to complete a written response that could adequately answer the essential question in a long essay format.