

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the 5th Social Studies Course.

<b>5<sup>th</sup> Grade Social Studies - Unit 6 - “The War Turns Cold”</b>	
<b>Elaborated Unit Focus</b>	<p>The focus of this unit is to use the theme of beliefs and ideals to show how the United States believed that the spread of communism must be stopped, including even the use of military force to stop its spread. Consequently, the theme of conflict and change will be explored and students try to determine the reasons for various conflicts during the Cold War and what changed because of them. Finally, by understanding the theme of individuals, groups, and institutions, students will understand the impact a person has on society and the consequences of that person’s actions.</p>
<b>Connection to Connecting Theme/Enduing Understandings</b>	<p><b>Beliefs and Ideals:</b> The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <p>K-5 EU: The student will understand that people’s ideas and feelings influence their decisions.</p> <ul style="list-style-type: none"> <li>• How does democracy differ from communism?</li> <li>• How did the United States and other sympathetic European nations try to contain the spread of communism in the world?</li> <li>• How successful was the United States and other nations in limiting the spread of communism in the world?</li> <li>• Why did the United States get involved in the Berlin Airlift?</li> <li>• Why were organizations like the United Nations and NATO created?</li> <li>• How did Americans respond to the Vietnam War?</li> </ul> <p><b>Conflict and Change:</b> The student will understand that when there is conflict between or within societies, change is the result.</p> <p>K-5 EU: The student will understand that conflict causes change.</p> <ul style="list-style-type: none"> <li>• How did the term “Cold War” and the term “Iron Curtain” originate and do the terms describe the time immediately following WWII?</li> <li>• What was the significance of the Cuban Missile Crisis?</li> <li>• Why did the United States go to war in Korea and Vietnam?</li> </ul> <p><b>Individuals, Groups, Institutions:</b> The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>

5th Frameworks for the Georgia Standards of Excellence in Social Studies

	<p>K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.</p> <ul style="list-style-type: none"> <li>• How did the actions of Joseph McCarthy affect the lives of Americans?</li> <li>• How did the actions of Nikita Khrushchev influence the Cuban Missile Crisis?</li> </ul>
<p><b>GSE for Social Studies (standards and elements)</b></p>	<p>SS5H5 Discuss the origins and consequences of the Cold War.</p> <ol style="list-style-type: none"> <li>a. Explain the origin and meaning of the term “Iron Curtain.”</li> <li>b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.</li> <li>c. Identify Joseph McCarthy and Nikita Khrushchev.</li> <li>d. Discuss the importance of the Cuban Missile Crisis and the Vietnam War.</li> </ol>
<p><b>Connection to Literacy Standards for Social Studies (reading and/or writing)</b></p>	<p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p>Map and Globe Skills:</p> <ul style="list-style-type: none"> <li>• use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</li> <li>• draw conclusions and make generalizations based on information from maps</li> <li>• compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities</li> </ul>

	<ul style="list-style-type: none"> <li>• use a map to explain impact of geography on historical and current events</li> <li>• use intermediate directions</li> </ul> <p>Information Processing Skills:</p> <ul style="list-style-type: none"> <li>• identify issues and/or problems and alternative solutions</li> <li>• identify and use primary and secondary sources</li> <li>• interpret timelines</li> <li>• draw conclusions and make generalizations</li> <li>• analyze graphs and diagrams</li> <li>• identify social studies reference resources to use for a specific purpose</li> <li>• analyze artifacts</li> </ul>
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Essential Questions and Related Supporting/Guiding Questions	
<b>Essential Question 1</b>	<ol style="list-style-type: none"> <li>1. Why is this time period referred to as a “Cold War?”                             <ol style="list-style-type: none"> <li>a. What events led to the Cold War?</li> <li>b. Which countries were involved in the Cold War?</li> </ol> </li> </ol>
<b>Essential Question 2</b>	<ol style="list-style-type: none"> <li>2. Why did the US think it was important to stop the spread of communism?                             <ol style="list-style-type: none"> <li>a. Were the wars worth the loss of American lives as the U.S. tried to stop the spread of communism?</li> <li>b. Was the U.S. successful in stopping the spread of communism?</li> </ol> </li> </ol>



## Sample Instructional Activities/Assessments

### The Iron Curtain

**Description –**

1. Have students view the image for activity 1 on the unit powerpoint and write down some things that they notice and some wonderings.
2. Have the students pair/share what they notice and wonder about and then share as a whole class.
3. Write down the noticings and wonderings on a chart.
4. Next have students watch the following video: <https://vimeo.com/4898644> and write down five things they learned either during or after the video. Talk about what perspective they think the Czech government (who made the video) has on the Iron Curtain, and ask them to provide evidence for their response.
5. Have the students share what they have written down in pairs or small groups to gain a better understanding of what each took away from the video.
6. Display the ppt slide again and have students brainstorm a key they would make for colors red and blue and the dark bold line separating the two.
7. Have students share their keys with each other and the class.

**Differentiation:**

Pause or replay parts of the video as necessary

<b>GSE Standards and Elements</b>	SS5H5 Discuss the origins and consequences of the Cold War. a. Explain the origin and meaning of the term “Iron Curtain.”
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  Map and Globe Skills: <ul style="list-style-type: none"> <li>• use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</li> <li>• draw conclusions and make generalizations based on information from maps</li> </ul> Information Processing Skills: <ul style="list-style-type: none"> <li>• draw conclusions and make generalizations</li> </ul>

### The Berlin Airlift

**Description –**

1. Show the map of Berlin in the unit powerpoint and have students use the notice and wondering sheet (found below) to make some observations.
2. Have students pair/share to compare observations and then discuss as a whole class.
3. Watch the following video to give students a background of the Berlin Airlift: <http://channel.nationalgeographic.com/videos/the-berlin-airlift/> and have them write down one piece of information they learned from the video.
4. Next tell students to pair up (pull aside 2 – 3 students) so they can recreate the Berlin airlift.
5. One student will be on one end of the room labeled West Germany and his/her partner will be on the other side of the room labeled West Berlin. Use the 2 – 3 other students to stand in the middle of the room and label that area East Germany.
6. Have the West Germany people make a paper airplane and have them the supplies cards.
7. Tell students that they must try to get the supplies over to West Berlin by attaching the supplies to the planes and throwing them to their West Berlin partners.
8. If the planes land in East Germany, the students in East Germany can hold onto the plane for 5 seconds and then return it back to West Germany, since they can't shoot down any of the planes.
9. After about 10 minutes, stop and see if all the supplies were delivered.
10. Pose the following question to students to wrap up the activity: "Why was the Berlin Airlift needed?"

A good picture book suitable for this topic is Margot Theis Raven's *Mercedes and the Chocolate Pilot: A True Story of the Berlin Airlift and the Candy That Dropped from the Sky*. Read it aloud to the class and have the class note what this story adds to their understanding of the airlift.

<b>GSE Standards and Elements</b>	SS5H5 Discuss the origins and consequences of the Cold War. b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	Map & Globe Skills: <ul style="list-style-type: none"> <li>• draw conclusions and make generalizations based on information from maps</li> </ul>

5th Frameworks for the Georgia Standards of Excellence in Social Studies

	<p>Information Processing Skills:</p> <ul style="list-style-type: none"><li>• identify and use primary and secondary sources</li><li>• draw conclusions and make generalizations</li><li>• identify issues and/or problems and alternative solutions</li></ul>
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**Berlin Airlift Supply Cards**

Medicine	Clothes
Fuel	Food
Candy	Medicine
Clothes	Fuel
Food	Candy

Medicine	Clothes
Fuel	Food
Candy	Medicine
Clothes	Fuel
Food	Candy

**Image #1**

Things I see (what I notice):

  
  

What I wonder about the image (questions I have):

**Image #2**

Things I see (what I notice):

  
  

What I wonder about the image (questions I have):



NATO

Description –

1. Display the following words: **North Atlantic Treaty Organization**.
2. Display or have the students look at a blank map of the world.
3. Ask students to identify where to find the Atlantic.
4. Next have students decide where the North Atlantic would be. Ask what continent would be considered to be North Atlantic and which countries may be considered part of the North Atlantic.
5. Move onto the next work by having students create a definition of the word treaty. Have students share their definition to come up with a class definition of the word treaty.
6. Do the same process for organization by having students create a definition and then share to create a class definition.
7. Display or hand out copies of the map on the unit powerpoint slide for this activity.
8. Have students use the map analysis sheet to identify NATO countries. (sheet found below)
9. Finally have students write an answer for the following question: “Why would it be important to form NATO?”
10. Review some of the answers the next day in class.

**Differentiation:**

Provide a compass rose to help with location

Use a map of the world that has the countries and oceans labeled

**GSE Standards and Elements**

SS5H5 Discuss the origins and consequences of the Cold War.  
 b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.

**Literacy Standards  
 Social Studies Matrices  
 Enduring Understanding(s)**

ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently

Map and Globe Skills:

- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps

5th Frameworks for the Georgia Standards of Excellence in Social Studies

	<ul style="list-style-type: none"><li>• draw conclusions and make generalizations based on information from maps</li><li>• use intermediate directions</li></ul> <p>Information Processing Skills:</p> <ul style="list-style-type: none"><li>• identify and use primary and secondary sources</li><li>• draw conclusions and make generalizations</li></ul>
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Name:

Date:

**NATO Map Analysis Sheet**

What does the dark blue color stand for?

What does the light blue color stand for?

What does the dark red color stand for?

What does the light red color stand for?

What countries joined NATO before 1950?

What countries joined NATO after 1950?

Are NATO countries primarily located in the East or West of Europe?

Why do you think some countries are not colored blue or red?

What type of government do you think the countries of the Warsaw Pact have?

### The Korean War

**Description –**

1. Look at the map of Korea (on the unit powerpoint slide aligned to this activity) and have the students use the notice and wondering sheet to make some observations of the map. (Notice and Wondering sheet shared in The Berlin Airlift activity of this unit)
2. Have students share their observations in small groups or pair/share and then as a whole class.
3. Show the following video: <http://www.history.com/topics/korean-war/videos/drawn-history-what-is-domino-theory?m=528e394da93ae&s=undefined&f=1&free=false>
4. After the video have students write what they think the domino theory is and then share their answers.
5. Hand out the Korean War timeline cards.
6. Have students try to correctly match the dates with the event in small groups.
7. Go around the room to provide feedback for groups and encourage them to adjust their matches as needed.
8. Continue to have them try to match up the dates and events until they are all correct or a time limit has been reached.
9. Review the correct answers.
10. Have students respond to one of the following questions: “Why did the Korean War occur?” or “Was the Korean War successful?” Students must provide evidence to support responses.
11. You can review some of the answers at a later time or before the next Social Studies lesson.

**Differentiation:**

Replay the video as needed

Allow for oral responses to the last question instead of a written response

<b>GSE Standards and Elements</b>	SS5H5 Discuss the origins and consequences of the Cold War. b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  Map & Globe Skills:

5th Frameworks for the Georgia Standards of Excellence in Social Studies

	<ul style="list-style-type: none"><li>• draw conclusions and make generalizations based on information from maps</li></ul> <p>Information Processing Skills:</p> <ul style="list-style-type: none"><li>• identify and use primary and secondary sources</li><li>• draw conclusions and make generalizations</li><li>• interpret timelines</li></ul>
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**Korean War Timeline Cards**

<p><b>May 1945</b></p>	<p><b>Korea is divided into two countries.</b></p> <p>After World War II, Korea is divided into communist North Korea and anti-communist South Korea at a spot called the 38th parallel. Russia controls North Korea and the U.S. controls South Korea.</p>
<p><b>March 12, 1947</b></p>	<p><b>Harry Truman promises to fight Communism.</b></p> <p>President Harry Truman gives a speech and says that that the U.S. will help any country that is threatened by communism. The speech is called the Truman Doctrine.</p>
<p><b>June 25, 1950</b></p>	<p><b>North Korea invades South Korea.</b></p> <p>With permission from Russia, North Korea invades South Korea and continues on to the capital of Seoul. South Korea does not have a strong enough army to stop it.</p>
<p><b>June 27, 1950</b></p>	<p><b>The United States joins the Korean War.</b></p> <p>President Harry Truman sends U.S. troops to Korea. The U.S. and other countries in the United Nations join the war because they want to stop communism from spreading to South Korea.</p>
<p><b>September 15, 1950</b></p>	<p><b>The United States gets a victory at Inchon.</b></p> <p>General Douglas MacArthur leads an invasion into South Korea at the city of Inchon. From there, the United Nations troops go to Seoul and take it back from North Korea.</p>
<p><b>October 1950</b></p>	<p><b>China joins the Korean War.</b></p> <p>China joins the war to fight on the side of North Korea. China's army, called the People's Volunteer Army, wins several important victories and pushes the U.S. and South Korean troops back across the 38th parallel.</p>
<p><b>February 1, 1951</b></p>	<p><b>Peace talks begin.</b></p> <p>With neither side gaining ground, peace talks begin. However, it takes two years to come to an agreement as the war drags on.</p>

<p><b>November 4, 1952</b></p>	<p><b>Dwight Eisenhower is elected president.</b></p> <p>General Dwight Eisenhower defeats Illinois Senator Adlai Stevenson to become president of the United States. During his campaign, Eisenhower said he would end the war in Korea.</p>
<p><b>July 27, 1953</b></p>	<p><b>North Korea and South Korea agree to a truce.</b></p> <p>North Korea and South Korea sign an agreement to stop fighting. Korea is still divided, but the two countries agree to create a neutral zone called the Demilitarized Zone to separate the countries.</p>



McCarthyism	
<p>Description –</p> <ol style="list-style-type: none"> <li>1. Review the Red Scare powerpoint activity (see slides in the unit ppt) and create the materials that are needed.</li> <li>2. Display the powerpoint to the students to go through the activity.</li> <li>3. Debrief after the activity with the questions on the last slide.</li> <li>4. Read aloud the picture book <i>The Sneetches</i> by Dr. Seuss, and have the students describe how this book is an allegory for this period of our history.</li> <li>5. Break the students in groups and have them create a brief skit that displays the idea of McCarthyism.</li> </ol> <p><b>Differentiation:</b> Provide students the creative freedom to display McCarthyism in another way other than a skit</p>	
<p><b>GSE Standards and Elements</b></p>	<p>SS5H5 Discuss the origins and consequences of the Cold War. c. Identify Joseph McCarthy and Nikita Khrushchev.</p>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p>ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Information Processing Skills:</p> <ul style="list-style-type: none"> <li>• draw conclusions and make generalizations</li> <li>• identify issues and/or problems and alternative solutions</li> </ul>



### The Cuban Missile Crisis

**Description –**

1. Show the map slide from the unit ppt or hand out copies and have students calculate the distance from Cuba to Florida.
2. Ask students: “Why would the U.S. worry if the Soviet Union decided to put nuclear missiles in Cuba?”
3. Discuss answers.
4. Tell students that this event really occurred and as president they will need to decide what to do.
5. Have the students work in pairs or groups to read the advisor reports and intelligence on the following website:  
<http://teachingamericanhistory.org/static/neh/interactives/cubanmissilecrisis/>
6. They can also look at the possible options available to them at the website; clicking on it to find out which the president chose.
7. Have them fill out the attached sheet to write down the option they chose and if it was right or wrong. After checking their options they can look at the other right/wrong option answers.
8. Show the following video to give students some more knowledge of the Cuban Missile Crisis: <http://www.history.com/topics/cold-war/cuban-missile-crisis/videos/cuban-missile-crisis>. This is a very engaging video summary of the crisis. *Note that this site has ads.*
9. Have the students use the Cuban Missile Video analysis sheet to write down information from the video.
10. A good closing for this lesson would be to read aloud *The Butter Battle Book* by Dr. Seuss, and have students discuss the parallels between the events in the book and the arms build up that eventually led to the Cuban Missile Crisis. What do they think Dr. Seuss’s attitude is towards the Cold War and what evidence can they find from the book to support their claim?

**Differentiation:**

If you do not have enough computers available, copy and paste the advisor and intelligence reports onto a document and print out for students and list the options on the board

Replay the video or provide transcript of the video

<b>GSE Standards and Elements</b>	SS5H5 Discuss the origins and consequences of the Cold War. c. Identify Joseph McCarthy and Nikita Khrushchev. d. Discuss the importance of the Cuban Missile Crisis and the Vietnam War.
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

5th Frameworks for the Georgia Standards of Excellence in Social Studies

ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Map & Globe Skills:

- use a map to explain impact of geography on historical and current events
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- draw conclusions and make generalizations based on information from maps

Information Processing Skills:

- draw conclusions and make generalizations
- identify issues and/or problems and alternative solutions
- identify issues and/or problems and alternative solutions
- identify and use primary and secondary sources

Name:

Date:

**Cuban Missile Video Analysis**

As you watch the video or after watching the write down the names, countries, dates, and events that you recall from watching it.

Names:	Dates:
Countries:	Events:

Name:

Date:

**Cuban Missile Decision Sheet**

After reading the advice of your advisors and the intelligence report what decision do you plan to make about the Cuban Missile Crisis?

Decision:

What led to your decision?

Reason for decision:

Was your decision right or wrong?

The Vietnam War

Description –

1. Display the Vietnam Map slide (in the unit ppt) and have students make observations using the map analysis sheet (see below).
2. Discuss some of the observations made from the map.
3. Break the students into small groups and hand each group one of the attached Johnson speech excerpt with questions.
4. Have each group analyze their part of the speech and answer the questions that go with it.
5. Have someone from each group briefly give a summary of their excerpt and how the questions were answered.
6. Next hand out each group the attached Nixon speech with 3 parts and questions.
7. Have each group analyze each part and the questions.
8. To wrap up the activity have each group share their answer to the last question: “What do you think is the best way to end the war?”

**Differentiation:**

Preview difficult vocabulary or provide synonyms for difficult words

Have each group only analyze one part of Nixon’s speech instead of all three

**GSE Standards and Elements**

SS5H5 Discuss the origins and consequences of the Cold War.  
d. Discuss the importance of the Cuban Missile Crisis and the Vietnam War.

**Literacy Standards  
Social Studies Matrices  
Enduring Understanding(s)**

ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Map and Globe Skills:

- draw conclusions and make generalizations based on information from maps

Information Processing Skills:

5th Frameworks for the Georgia Standards of Excellence in Social Studies

	<ul style="list-style-type: none"><li>• identify issues and/or problems and alternative solutions</li><li>• identify and use primary and secondary sources</li><li>• interpret timelines</li><li>• draw conclusions and make generalizations</li><li>• identify social studies reference resources to use for a specific purpose</li></ul>
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**Vietnam Map Analysis Sheet**

What countries do you see on the map?

Which colors represent which countries?

What do the black arrows represent?

What questions do you have about this map?

Group #1

**President Lyndon B. Johnson's  
Excerpts from Address at Johns Hopkins University:  
"Peace Without Conquest"  
April 7, 1965**

“Last week 17 nations sent their views to some two dozen countries having an interest in Southeast Asia. We are joining those 17 countries and stating our American policy tonight which we believe will contribute toward peace in this area of the world.

I have come here to review once again with my own people the views of the American Government.

Tonight Americans and Asians are dying for a world where each people may choose its own path to change.

This is the principle for which our ancestors fought in the valleys of Pennsylvania. It is the principle for which our sons fight tonight in the jungles of Viet-Nam.

Viet-Nam is far away from this quiet campus. We have no territory there, nor do we seek any. The war is dirty and brutal and difficult. And some 400 young men, born into an America that is bursting with opportunity and promise, have ended their lives on Viet-Nam's steaming soil.

Why must we take this painful road?

Why must this Nation hazard its ease, and its interest, and its power for the sake of a people so far away?

We fight because we must fight if we are to live in a world where every country can shape its own destiny. And only in such a world will our own freedom be finally secure.”

What country is President Johnson talking about in the above speech?

What is happening in that country?

Why does he want the United States to help?



Group #2

**President Lyndon B. Johnson's  
Excerpts from Address at Johns Hopkins University:  
"Peace Without Conquest"  
April 7, 1965**

“The world as it is in Asia is not a serene or peaceful place.

The first reality is that North Viet-Nam has attacked the independent nation of South Viet-Nam. Its object is total conquest...”

“The confused nature of this conflict cannot mask the fact that it is the new face of an old enemy.

Over this war--and all Asia--is another reality: the deepening shadow of Communist China. The rulers in Hanoi are urged on by Peking. This is a regime which has destroyed freedom in Tibet, which has attacked India, and has been condemned by the United Nations for aggression in Korea. It is a nation which is helping the forces of violence in almost every continent. The contest in Viet-Nam is part of a wider pattern of aggressive purposes.”

What two countries is President Johnson talking about in part of the speech above?

What has happened between those two countries?

Which other country does President Johnson appear worried about? Why?

Group #3

**President Lyndon B. Johnson's  
Excerpts from Address at Johns Hopkins University:  
"Peace Without Conquest"  
April 7, 1965**

“Why are we in South Viet-Nam?

We are there because we have a promise to keep. Since 1954 every American President has offered support to the people of South Viet-Nam. We have helped to build, and we have helped to defend. Thus, over many years, we have made a national pledge to help South Viet-Nam defend its independence.

And I intend to keep that promise.

To dishonor that pledge, to abandon this small and brave nation to its enemies, and to the terror that must follow, would be an unforgivable wrong.

We are also there to strengthen world order. Around the globe, from Berlin to Thailand, are people whose well-being rests, in part, on the belief that they can count on us if they are attacked. To leave Viet-Nam to its fate would shake the confidence of all these people in the value of an American commitment and in the value of America's word. The result would be increased unrest and instability, and even wider war.

We are also there because there are great stakes in the balance. Let no one think for a moment that retreat from Viet-Nam would bring an end to conflict. The battle would be renewed in one country and then another. The central lesson of our time is that the appetite of aggression is never satisfied. To withdraw from one battlefield means only to prepare for the next. We must say in southeast Asia--as we did in Europe...”

What country is President Johnson mainly talking about in the above part of the speech?

Give at least 3 reasons why he believes we must help?

What does he say would happen if we didn't help?

Group #4

**President Lyndon B. Johnson's  
Excerpts from Address at Johns Hopkins University:  
"Peace Without Conquest"  
April 7, 1965**

“Our objective is the independence of South Viet-Nam, and its freedom from attack. We want nothing for ourselves--only that the people of South Viet-Nam be allowed to guide their own country in their own way.

We will do everything necessary to reach that objective. And we will do only what is absolutely necessary.

In recent months attacks on South Viet-Nam were stepped up. Thus, it became necessary for us to increase our response and to make attacks by air. This is not a change of purpose. It is a change in what we believe that purpose requires.

We do this in order to slow down aggression.

We do this to increase the confidence of the brave people of South Viet-Nam who have bravely borne this brutal battle for so many years with so many casualties.

And we do this to convince the leaders of North Viet-Nam--and all who seek to share their conquest--of a very simple fact: We will not be defeated. We will not grow tired.

We will not withdraw, either openly or under the cloak of a meaningless agreement.

We know that air attacks alone will not accomplish all of these purposes. But it is our best and prayerful judgment that they are a necessary part of the surest road to peace.”

What country is President Johnson mainly talking about in this part of the speech?

Give at least 3 reasons why he believes we must help?

Name one way President Johnson has said we can help?

***Part of President Nixon’s Address to the Nation on the War in Vietnam.***

**Part #1 Analysis and Questions**

Good evening, my fellow Americans:

Tonight I want to talk to you on a subject of deep concern to all Americans and to many people in all parts of the world—the war in Vietnam.

I believe that one of the reasons for the deep division about Vietnam is that many Americans have lost confidence in what their Government has told them about our policy. The American people cannot and should not be asked to support a policy which involves the overriding issues of war and peace unless they know the truth about that policy.

Tonight, therefore, I would like to answer some of the questions that I know are on the minds of many of you listening to me.

How and why did America get involved in Vietnam in the first place?

How has this administration changed the policy of the previous administration?

What has really happened in the negotiations in Paris and on the battlefield in Vietnam?

What choices do we have if we are to end the war?

What are the prospects for peace?

1. Why do you believe President Nixon is giving this speech to the American people?
2. What does President Nixon hope to do by giving the speech?
3. What question above do you think is most important for him to answer? Why?

**Part #2 Analysis and Questions**

Now, let me begin by describing the situation I found when I was inaugurated on January 20.

- The war had been going on for 4 years.
- 31,000 Americans had been killed in action.
- The training program for the South Vietnamese was behind schedule.
- 540,000 Americans were in Vietnam with no plans to reduce the number.
- No progress had been made at the negotiations in Paris and the United States had not put forth a comprehensive peace proposal.
- The war was causing deep division at home and criticism from many of our friends as well as our enemies abroad.

In view of these circumstances there were some who urged that I end the war at once by ordering the immediate withdrawal of all American forces.

From a political standpoint this would have been a popular and easy course to follow. After all, we became involved in the war while my predecessor was in office. I could blame the defeat which would be the result of my action on him and come out as the Peacemaker. Some put it to me quite bluntly: This was the only way to avoid allowing Johnson's war to become Nixon's war.

But I had a greater obligation than to think only of the years of my administration and of the next election. I had to think of the effect of my decision on the next generation and on the future of peace and freedom in America and in the world.

1. What are your thoughts about how the war is going given the description by President Nixon?
  
  
  
  
  
  
  
  
  
  
2. What advice has been given to President Nixon?
  
  
  
  
  
  
  
  
  
  
3. Do you think he should take the advice? Why or Why not?

### **Part #3 Analysis and Questions**

Let us all understand that the question before us is not whether some Americans are for peace and some Americans are against peace. The question at issue is not whether Johnson's war becomes Nixon's war.

The great question is: How can we win America's peace?

Well, let us turn now to the fundamental issue. Why and how did the United States become involved in Vietnam in the first place?

Fifteen years ago North Vietnam, with the logistical support of Communist China and the Soviet Union, launched a campaign to impose a Communist government on South Vietnam by instigating and supporting a revolution.

In response to the request of the Government of South Vietnam, President Eisenhower sent economic aid and military equipment to assist the people of South Vietnam in their efforts to prevent a Communist takeover. Seven years ago, President Kennedy sent 16,000 military personnel to Vietnam as combat advisers. Four years ago, President Johnson sent American combat forces to South Vietnam.

Now, many believe that President Johnson's decision to send American combat forces to South Vietnam was wrong. And many others-I among them-have been strongly critical of the way the war has been conducted.

But the question facing us today is: Now that we are in the war, what is the best way to end it?

1. How does President Nixon say that we got involved in the war?
2. What was our response to the war?
3. What do you think is the best way to end the war?

## Culminating Unit Performance Task

### Cold War Poster Gallery

**Description –**

1. Let students know that they have become the expert Cold War historians and that they will be working in groups to visually represent their learning on a poster.
2. Assign students to a group (or allow them to choose) with 4-5 students per group. Each group chooses one topic for their poster project:
  - a. The Iron Curtain
  - b. The Berlin Airlift
  - c. NATO
  - d. The Korean War
  - e. McCarthyism
  - f. The Cuban Missile Crisis
  - g. The Vietnam War
3. Groups should see the sample poster and follow the directions using the last 4 slides of the unit ppt to complete their poster.
4. When groups have finished their posters, display them and do a gallery walk. Invite others in the school to see their work or display in a prominent location.

**GSE Standards and Elements**

- SS5H5 Discuss the origins and consequences of the Cold War.
- a. Explain the origin and meaning of the term “Iron Curtain.”
  - b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.
  - c. Identify Joseph McCarthy and Nikita Khrushchev.
  - d. Discuss the importance of the Cuban Missile Crisis and the Vietnam War.

5th Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring</b> <b>Understanding(s)</b></p>	<p>ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>ELAGSE5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>Information Processing Skills</p> <ul style="list-style-type: none"><li>• draw conclusions and make generalizations</li><li>• identify social studies reference resources to use for a specific purpose</li><li>• identify and use primary and secondary sources</li></ul>
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