Summer Assignment:

1. Complete the assignments in the following order: (Use this paper as a checklist)

   a. Read the DBQ requirements and essay writing instructions, these sources will provide insight into what you should focus on while reading and what I am expecting from your essays.
   b. Read from the Text “Introduction” and Chapter 1 “The Specter of Appeasement: The Cold War, 1945-1949”
      - Highlight important passages
      - Annotate in the margins important ideas
   c. Complete Pt.1 and Pt.2 Reading questions worksheet
   d. Read Accompanying documents:
      - Stalin’s Election Speech, Feb. 9, 1946.
      - Vladislav Zubok on: Stalin's 1946 Speech.
      - A Conversation with Kennen’s Biographer
   e. Watch episodes from CNN Series “The Cold War” on Youtube and complete the worksheet for each video.
      - Episode 2 “The Iron Curtain, 1945-1947”
      - Episode 4 “Berlin, 1948-1949”
   f. Use Documents to Draft an Essay and create a work cited page in MLA format
   g. Use the writing checklist and proof-read your work.

2. You will receive a grade on the following:

   a. Homework grade on the reading and video questions
   b. Test grade for the Essay.
   c. Homework grade for essay outline and any notes you made to draft your essay.
DBQ 1: Start of the Cold War

Historical Context:
Between 1945 and 1950, the wartime alliance between the United States and the Soviet Union broke down and the Cold War began. For the next 40 years, relations between the two superpowers swung between confrontation and détente. Each tried to increase its worldwide influence and spread its competing economic and political systems. At times during this period the competitors were at the brink of war. How was the Cold War fought?

Directions: The following question is based on the accompanying documents. As you analyze the documents, take into account both the source of the document and the author’s point of view.

Be sure to:
1. Carefully read the documents and document-based questions. Consider what you already know about this topic.
2. Now, read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes.
3. Based on your own knowledge and on the information found in the documents and videos, formulate a thesis.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. The essay should be logically presented and should include information both from the documents and question sheets.
6. The Paper must be a minimum of 4 1/2 to 5 pages of written content with a proper work cited page separate of the minimum requirement. (5 1/2 to 6 1/2 pages total)
7. Follow I.C.E.-T formula whenever possible. Use quotes from the reading to support your claims and you must cite your work.

Key Areas to Focus on as You Read:
1. Be able to identify and explain the roots of Soviet/ American tension before the start of World War II
2. Be able to identify and explain the roots of Soviet/ American tension after World War II
3. Identify and Explain-What were Stalin’s perceptions of and goals for the postwar world order?
4. Be able to identify and explain steps taken by Stalin and events that unfolded which prompted American concern.
5. Describe and evaluate George Kennan’s proposal for addressing the Soviet Union. (What were his understanding of Soviet history and motivations for their actions?)
6. Assess President Truman’s capabilities, skills, and understanding of the events as they unfolded.
7. Identify and explain American responses to events and conditions in Europe. Assess whether the Truman Doctrine and the Marshall Plan were necessary or if they were means to assert American power at the expense of the Soviet Union.
8. What were the causes and effects of the Berlin-Blockade?

Suggested Theses:
A. Did President Truman correctly interpret Soviet Intentions?
B. What was “Containment”? and was it a prudent and wise plan for America’s postwar foreign policy?
C. Analyze Stalin’s February 1946 speech. Did Joseph Stalin want the Cold War? What was the impact of his speech on the world stage?
D. How did the Cold War begin and what “weapons” were used to fight this war?
   (I do not mean Atomic weapons, what tools did both sides use to further their objectives?)

Sources:

********************** Essay Format Instructions**********************

I. Heading- Make sure: Name, Teacher, Class, Date.
II. Title- When creating your title, make sure it reflects your thesis argument for your paper.
III. Introduction- Instructions and examples are provided on the next page.
   Good intros have three components:
   A. Attention Grabber
   B. Background Information
   C. Thesis Statement
IV. Body paragraphs- Instructions and examples are provided on the following page
   Good Paragraphs:
   A. Follow I.C.E.-T format
   B. Have a minimum of two quotes and citations to support your claims.
   C. Work is cited. (Document), (Author, Pg. #), or (Publication)
V. Conclusion-
   Good Conclusions:
   A. Restate Thesis
   B. Summarize major points of your paper
   C. Make context of your argument clear/ provides relevance of to today.
VI. Work Cited Page

**************************Writing Tips and Instructions**************************

**Introduction Instructions:**

Every essay or assignment you write must begin with an introduction. It might be helpful to think of the introduction as an inverted pyramid. In such a pyramid, you begin by presenting a broad introduction to the topic and end by making a more focused point about that topic in your thesis statement. The introduction has three essential parts, each of which serves a particular purpose.

1. The first part is the "attention-grabber." You need to interest your reader in your topic so that they will want to continue reading. You also want to do that in a way that is fresh and original. For example, although it may be tempting to begin your essay with a dictionary definition, this technique is stale because it has been widely overused. Instead, you might try one of the following techniques:
   o Offer a surprising statistic that conveys something about the problem to be addressed in the paper.
   o Perhaps you can find an interesting quote that nicely sums up your argument.
- Use rhetorical questions that place your readers in a different situation in order to get them thinking about your topic in a new way.
- If you have a personal connection to the topic, you might use an anecdote or story to get your readers emotionally involved.
- For example, if you were writing a paper about drunk drivers, you might begin with a compelling story about someone whose life was forever altered by a drunk driver: "At eighteen, Michelle had a lifetime of promise in front of her. Attending college on a track scholarship, she was earning good grades and making lots of friends. Then one night her life was forever altered."

2. From this attention-grabbing opener, you would need to move to the next part of the introduction, in which you offer some relevant background on the specific purpose of the essay. This section helps the reader see why you are focusing on this topic and makes the transition to the main point of your paper. For this reason, this is sometimes called the "transitional" part of the introduction.

- In the example above, the anecdote about Michelle might capture the reader’s attention, but the essay is not really about Michelle. The attention grabber might get the reader thinking about how drunk driving can destroy people’s lives, but it doesn’t introduce the topic of the need for stricter drunk driving penalties (or whatever the real focus of the paper might be).
- Therefore, you need to bridge the gap between your attention-grabber and your thesis with some transitional discussion. In this part of your introduction, you narrow your focus of the topic and explain why the attention-grabber is relevant to the specific area you will be discussing. You should introduce your specific topic and provide any necessary background information that the reader would need in order to understand the problem that you are presenting in the paper. You can also define any key terms the reader might not know.
- Continuing with the example above, we might move from the narrative about Michelle to a short discussion of the scope of the problem of drunk drivers. We might say, for example: "Michelle’s story is not isolated. Each year XX (number) of lives are lost due to drunk-driving accidents." You could follow this with a short discussion of how serious the problem is and why the reader should care about this problem. This effectively moves the reader from the story about Michelle to your real topic, which might be the need for stricter penalties for drinking and driving.
3. Finally, the introduction must conclude with a clear statement of the overall point you want to make in the paper. This is called your "thesis statement." It is the narrowest part of your inverted pyramid, and it states exactly what your essay will be arguing.
   - In this scenario, your thesis would be the point you are trying to make about drunk driving. You might be arguing for better enforcement of existing laws, enactment of stricter penalties or funding for education about drinking and driving. Whatever the case, your thesis would clearly state the main point your paper is trying to make. Here's an example: "Drunk driving laws need to include stricter penalties for those convicted of drinking under the influence of alcohol." Your essay would then go on to support this thesis with the reasons why stricter penalties are needed.

4. In addition to your thesis, your introduction can often include a "road map" that explains how you will defend your thesis. This gives the reader a general sense of how you will organize the different points that follow throughout the essay. Sometimes the "map" is incorporated right into the thesis statement, and sometimes it is a separate sentence. Below is an example of a thesis with a "map."
   - "Because drunk driving can result in unnecessary and premature deaths, permanent injury for survivors, and billions of dollars spent on medical expenses, drunk drivers should face stricter penalties for driving under the influence." The underlined words here are the "map" that show your reader the main points of support you will present in the essay. They also serve to set up the paper's arrangement because they tell the order in which you will present these topics.

   - A final note: In constructing an introduction, make sure the introduction clearly reflects the goal or purpose of the assignment and that the thesis presents not only the topic to be discussed but also states a clear position about that topic that you will support and develop throughout the paper. In shorter papers, the introduction is usually only one or two paragraphs, but it can be several paragraphs in a longer paper.

For Longer Papers

Although for short essays the introduction is usually just one paragraph, longer argument or research papers may require a more substantial introduction. The first paragraph might consist of just the attention grabber and some narrative about the problem. Then you might have one or more
paragraphs that provide background on the main topics of the paper and present the overall argument, concluding with your thesis statement.

**Paragraph Structure:**

Effective paragraphs are important in all types of writing. Your paragraphs guide your reader through the paper by helping to explain, substantiate, and support your thesis statement or argument. Each paragraph should discuss one major point or idea. An effective paragraph has three parts: claim, evidence, and analysis.

**Effective Paragraph Structure:**

- **Introduce:** Topic Sentence (1-2 Sentences)
- **Cite:** Detail/ Fact (1-2 Sentences)
  - **Explanation** of Relevance (2+ sentences)
- **Cite:** Detail/ Fact (1-2 Sentences)
  - **Explanation** of Relevance (2+ sentences)
- **Transition** Sentence or Conclusion (1-2 Sentences)

**Intro/ Topic Sentence:**

This is also sometimes called a *Claim*. This will be your way of announcing the main focus of your paragraph; it should tell the reader what your paragraph will be about.

It may be helpful to think of your claims as mini arguments that support the paper's main argument or thesis. Just as in the thesis statement, your topic sentences should be debatable. In other words, they should be arguable claims that you will try to "prove" with your evidence.

If you get stuck developing these claims, try to think of reasons why your thesis is true. Each claim should be a reason why the reader should believe your paper's main idea. For example, perhaps you’re writing an essay about whether people should drink soy milk instead of cow’s milk. Your "reasons" for this might include health benefits, environmental benefits, cost-effectiveness, and safety, so you would focus one paragraph on each of these topics.

One of the most common mistakes is to present a topic sentence that is actually an observation of facts or a description of events rather than an active argument. When you make a claim based on a
fact or event in your topic sentence, you aren't presenting an arguable claim that you can back up with your evidence in that paragraph.

Here are some sample claims for the "health benefits of soy" paragraph:

- Claim based on a fact or event (weak): Soy milk contains healthy isoflavones and nutrients.
- Claim based on an active argument (stronger): The isoflavones and nutrients in soy milk help to protect the body from disease and promote good health, so soy is a better choice.
- The first example is weak because it presents facts that cannot be disputed; the second example is stronger because it uses these facts to make an argument. As you can see, the second example not only tells the reader that soy contains healthy isoflavones and nutrients, but it also argues that these facts make soy milk a better choice.

To evaluate whether your paper contains effective claims in each paragraph, read only the first sentence of each paragraph. You should be able to follow the development of the paper's thesis by reading only the claim sentences. These should tell you the main points that you are making throughout the paper. Your claims will also prepare the reader for the second section of your paragraph.

Citation/ Evidence:

This is how you support, or back up, your claims. The evidence will help to "prove" each claim to the reader.

In a paper that incorporates research from secondary sources, your evidence may include information from articles, books, electronic sources, or any of the research you gathered. The evidence may take the form of a direct quotation, paraphrased material, statistical data, or any other information from one of your sources that helps to support your claim.

Try to incorporate information from several sources into each paragraph. Avoid just "retelling" the information from a single author or article. Aim to represent a variety of opinions and views. This way, you're not just telling the reader what one expert says, but you're explaining how your claim is supported by research from several experts in your field.
Explanation/ Analysis:

Your analysis or concluding observation is your way of "wrapping up" the information presented in your paragraph. It should explain why the evidence supports your claim and why this supports the main thesis in your paper.

It's important to end with your own analysis of the information rather than with evidence. This keeps you "in control" of the paper; if you end with evidence, you're emphasizing ideas from your sources rather than your own. The reader relies on you to analyze the evidence in the paragraph and explain why it matters to the claim and to the rest of the paper.

Here are some examples of weak and strong analysis/concluding observation sections:

- Analysis that is really evidence (weak): Experts at Duke University's School of Medicine agree that soy milk is a healthy choice.

- Analysis that doesn't relate evidence to claim and thesis statement (weak): Soy milk therefore prevents disease.

- Analysis that explains why evidence supports the claim and why this is important to the paper's thesis (strong): The disease-fighting and health-promoting components of soy milk have the potential to change people's health and to improve their lives by affecting both cholesterol and weight. This makes soy milk an important factor in heart health, so people should consider switching to soy milk.

Conclusion Requirements:

The conclusion is a very important part of your essay. Although it is sometimes treated as a roundup of all of the bits that didn't fit into the paper earlier, it deserves better treatment than that! It's the last thing the reader will see, so it tends to stick in the reader's memory. It's also a great place to remind the reader exactly why your topic is important. A conclusion is more than just "the last paragraph"—it's a working part of the paper. This is the place to push your reader to think about the consequences of your topic for the wider world or for the reader's own life!
A good conclusion should do a few things:

- Restate your thesis
- Synthesize or summarize your major points
- Make the context of your argument clear

**Restating Your Thesis:**

If you've done your job right, your whole paper focuses on that thesis statement. That's why it's so important to address the thesis in your conclusion! Many writers choose to begin the conclusion by restating the thesis, but you can put your thesis into the conclusion anywhere—the first sentence of the paragraph, the last sentence, or in between.

**Synthesize or Summarize your major Points:**

This section of the conclusion might come before the thesis statement or after it. Your conclusion should remind the reader of what your paper actually says! The best conclusion will include a synthesis, not just a summary—instead of a mere list of your major points, the best conclusion will draw those points together and relate them to one another so that your reader can apply the information given in the essay. Here are a couple of ways to do that:

**Make the Context of Your Argument Clear:**

One of the most important functions of the conclusion is to provide context for your argument. Your reader may finish your essay without a problem and understand your argument without understanding why that argument is important. Your introduction might point out the reason your topic matters, but your conclusion should also tackle this questions. Here are some strategies for making your reader see why the topic is important:

- Tell the reader what you want him or her to do. Is your essay a call to action? If so, remind the reader of what he/she should do. If not, remember that asking the reader to think a certain way is an action in itself.

- Explain why this topic is timely or important.
• Remind the readers of why the topic matters to them personally.

Your Work Cited Page Requirements:

Below is a good example of a Work Cited page layout. For further information, a great source to use is Purdue University's Writing lab-

Link-

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

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**Works Cited**


**CHECKLIST ONE:**
1. Is my thesis statement concise and clear? 
2. Did I follow my outline? Did I miss anything? 
3. Are my arguments presented in a logical sequence? 
4. Are all sources properly cited to ensure that I am not plagiarizing? 
5. Have I proved my thesis with strong supporting arguments? 
6. Have I made my intentions and points clear in the essay? 
7. Did I Follow - I.C.E.-T format for each paragraph? 

**CHECKLIST TWO:**
1. Did I begin each paragraph with a proper topic sentence? 
2. Have I supported my arguments with documented proof or examples? 
3. Any run-on or unfinished sentences? 
4. Any unnecessary or repetitious words? 
5. Varying lengths of sentences? 
6. Does one paragraph or idea flow smoothly into the next? 
7. Any spelling or grammatical errors? 
8. Quotes accurate in source, spelling, and punctuation? 
9. Are all my citations accurate and in correct and interesting but remained objective? 
10. Did I leave a sense of completion for my reader(s) at the end of the paper?
Chapter 1 - Specter of Appeasement:
The Cold War, 1945-1949

Note: If you are to use direct quotes, put in quotation marks

Questions are in Chronological Order. Read from Pg. 7 to Pg. 17.

1. According to Kennan, what does he state is Soviet Marxist-Ideology towards capitalism? What does Kennan call for when he states “vigilant containment of Russian expansive tendencies?”

2. Roots of the Cold War - Why did Americans distrust Stalin and the Soviets? Why did the Soviets distrust the Americans?

3. Roots of the Cold War - What factors contributed to a cooling of relations between the western allies and the soviets during World War II?

4. Legacy - In 2-3 sentences, describe what was meant by Winston Churchill when he described Europe as a “rubble heap” and a “breeding ground of pestilence and hate?”
5. Legacy- How did the traditional international system collapse after war? What did this mean for other regions of the world?

6. Legacy- Why did American military planners think “The two oceans no longer guaranteed security?” What did this mean for the post-war American military?

7. Legacy- Why was Poland key to Russia’s Post-war plans?

8. Yalta- What three promises did Roosevelt secure from Stalin at the Yalta Conference in February of 1945? What issue was left unaddressed?

9. Truman- What qualities about Truman would have made him seem unsuitable for the task of dealing with Stalin’s post-war aspirations? What did Stalin do that troubled Truman?
Chapter 1- Specter of Appeasement:

The Cold War, 1945-1949

Note: If you are to use direct quotes, put in quotation marks.

Questions are in Chronological Order. Read from Pg. 18 to Pg. 27.

1. The Truman Doctrine and Marshall Plan- What event in February 1947 convinced Truman American intervention was necessary?

2. According to Truman what threatens “the existence of the Greek state”? What assistance does Truman claim they need?

3. What is Truman arguing when he states “It is necessary only to glance at a map to realize that the survival and integrity of the Greek nation are a grave importance in a much wider situation”?

4. Who was George C. Marshall? And what did he propose at the Harvard, on July 5, 1947?

5. What two events between 1947 and 1948 gave an added boost for support of aid to Europe in Congress?

6. How did the Soviets interpret the Marshall Plan?

7. What did agencies did the National Security Act of 1947 create?
8. What is the Berlin Blockade?

9. Debating Containment -
Read the final section and come up with a list of opposing point of views Republicans (Conservatives) and Democrats (Liberals) had about Truman’s policies:

<table>
<thead>
<tr>
<th>Republicans - (Ex. Robert Taft)</th>
<th>Democrats (Ex. Lippman and Wallace)</th>
</tr>
</thead>
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Cold War Episode 2: The Iron Curtain

Directions: Answer the following questions based on the movie. The questions are listed in the order they appear in the film. You do not need to use complete sentences.

Link: https://www.youtube.com/watch?v=6qLsDX6sXwE

29 minutes to End.

1. While in America, what did Churchill represent as a “growing challenge” to Christian Civilization? Who did Churchill often compare Stalin to?

2. What did Stalin force Turkey to allow the Soviet Union in 1946? How did the American delivery of the Turkish Ambassador's body to Istanbul serve as a warning to Russia here?

3. What crisis did the nation of Iran present to the new security Council of the United Nations in 1945? How did the Russian UN diplomats react to this?

4. When the US had to write a report for an official national policy toward the USSR, what conclusion did those who wrote this report come to about Russia?

5. What effect did the Ambassador Burns' Stuttgart speech have on the nation of Poland?
6. What happened in Russia in 1947? What other nation was this happening in and what did this cause the US to fear?

7. What happened to the British economy after WWII? Why did Britain ration bread in 1947?

8. As Britain struggled, who did Americans realize would have to contain the advance of Communism? When Truman announced this, what was it the official declaration of?
1) By 1947 what strengths did the Soviet Union have?

2) What threats did Western Europe face from 1947?

3) Why was President Truman concerned about Greece and Turkey? What action did he propose?

4) What was the "Truman Doctrine"?

5) Why did Communism appeal to many Europeans after World War II?

6) Who was selected by President Truman to address the Communist threat in Europe?

7) What was "The Marshall Plan"?

8) What did the Soviet Union accuse the U.S. of trying to do with the Marshall Plan?

9) Why didn’t Czechoslovakia join the Marshall Plan?

10) Why did the Soviet Union form Cominform?

11) Why was Czechoslovakia unable to keep their freedom?

13) Why did Congress agree to the passage of the Marshall Plan? How much aid was approved?

14) How did the Marshall Plan keep Communism out of Greece?

15) What were some of the problems in the industrial nations of Europe that threatened to increase the influence of Communists?

16) Why did Yugoslavia, a Communist country, end up receiving Marshall Plan aid?

17) Describe the covert action used by the CIA in the Italian elections.

18) Why did the Pope oppose Communism in Italy? What impact did this have on the elections?

19) What fueled the revival of Italian industry after the defeat of the Communists in the elections?

20) What did the Marshall Plan achieve in Europe? Why has it been called the most successful U.S. foreign policy in the post-WWII period?
Name: ___________________________ Date: ___________________________

Questions on the CNN video, Episode 4  
"The Cold War: The Berlin Blockade"

Watch and answer the questions on the Berlin Blockade:  
https://www.youtube.com/watch?v=3gk4tNqRnkM

1. How was Germany divided up at the end of WW2?  
   How did this affect Berlin?

2. What was unique about Berlin/Germany during the Cold War?

3. What was the situation like in Berlin after the war?

4. What did Ernest Bevin, British Foreign Secretary, plan for the city?

5. What did the Soviets want to do to Germany?

6. Why did the USSR become frustrated with their Western allies over Germany?
7. What did the allies introduce into West Germany in 1948? How did the Communists initially respond?

8. Why didn't the Soviets bring in their tanks? What did they do instead?

9. What two options did the allies have for breaking the blockade?

10. How did America threaten the USSR during the Berlin Airlift?