

What Caused a Hot War to Turn Cold?

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There are two great nations in the world, which started from different points, seem to be advancing toward the same goal: Russians and the Anglo-Americans... Each seems called by some secret design of Providence one day to hold in its hand the destinies of half the world.

—Alexis de Tocqueville, *Democracy in America* (1835)

They made it, of course; they drew the iron curtain across the middle of Europe, partly to stop us looking in, partly to stop their own poor wretches looking out enviously at the boundless goods and comforts on our side. Behind the iron curtain were hapless peoples held captive by the grimfaced Russians and their stooges in office in the satellites; in front of it were ourselves, expressing sympathy for the captive but apologetically remaining very thoroughly armed, in however subdued a way.

—Fred Inglis, *The Cruel Peace: Everyday Life and The Cold War* (1991)

INTRODUCTION

I am the third of four children born to a single black mother who was determined to stay off welfare. There had never been anyone in my family who had gone to college or escaped from the hardship of ghetto life. My mother grew up during the time of the Great Depression and based on that we were constantly reminded of our deprived economic status.

The other thing she constantly reminded us of was the importance of a good education. She told us that the better education you receive the better job you would be able to obtain. Although she only had a second grade education, she continuously reminded us that America was a land of opportunity and that if you really wanted something in life you could get it. The one thing I knew for sure was that I didn't want the type of lifestyle that everyone around me was living.

I embraced each of her teachings and as I attempted to better my economic status by being very studious in high school, the harsh reality of my dream of going to college and becoming someone my mother would be proud of was very slim because of money. This was never a deterrent but I used it to motivate me to work harder. I made up in my mind that I did not care if I did not have enough money; I was still going to college.

In August, I left Texarkana, Texas with ten dollars in my hand and a dream in my head. The college I attended was Prairie View A & M University. While in college, I received a notice that I had been drafted. I immediately took the draft notice to my

ROTC instructor and he explained to me that as long as I was in ROTC, I would be deferred from entering the military.

I graduated four years later with a commission as a 2nd Lieutenant in the United States Army. Viet Nam was winding down but during the next three years of my life I became very familiar with a situation that would become an intimate part of my life and continue on even to today.

The situation I am referring to is the “Cold War.” My first duty assignment was in Berlin, Germany. Everywhere I went there was a reminder of what happened during World War II and the Cold War situation that existed between the Soviet Union and the United States.

As a JROTC instructor, I am required to teach the cadets fifteen hours of Military History. Next year, I will utilize the JROTC program of instructions (the four phase lesson plan) to teach my students the following:

- (1) What are the pros and cons of Communism versus Democracy?
- (2) What was the Cold War and what was its origin?
- (3) Who were the leaders during the time the Cold War started and what role did they play?

I am designing my unit to cover month long studies that will encompass role playing, games, skits, hands-on related activities, and other methodologies that will not allow this to become a lecture series. I will correlate the information with Project Clear objectives in Social Science. My intent is to create a unit that is not only informative but also enjoyable. In doing this, it will support the overall mission of JROTC which is to “Motivate young people to be better citizens.”

I will attempt to engage my students in a quest to gain an understanding as to how two allies who fought together so gallantly to defeat a common enemy, in the end became enemies themselves.

My motivation as I look back on my views on history and the Cold War, is my memory of my American History teacher Mr. Douglas McClure. He was approximately fifty years old and had a wealth of information that he attempted to provide us; however, most of my time was spent snoring as he lectured away.

This unit of study is made up of several components, each of which can be expanded for more in-depth analysis or longer research, or can be tailored to fit the needs of JROTC cadets in meeting the fifteen-hour program of instructions as required by ROTC Headquarters. The curriculum will give the students an opportunity to not only learn about the circumstances surrounding the Cold War but they will also be allowed to have fun utilizing innovative learning strategies that shy away from the traditional mode of lectures.

BACKGROUND INFORMATION: ORIGIN OF THE COLD WAR

Ever since the 1917 Bolshevik Revolution in Russia, the Communist East and the Capitalist West have regarded each other with mutual fear, hostility and suspicion.

Americans and Soviets fought side by side in Berlin to defeat Hitler and his war machine, and on May 7, 1945, the German high command entered the Allied headquarters at Reims, France, and signed the terms of an unconditional surrender.

Immediately after World War II, the countries fighting against the Axis pledged to continue their joint war efforts and not make peace separately. Thus, they established the United Nations (UN) to maintain world peace and security and achieve cooperation in solving economic, social/cultural and humanitarian problems.

During World War II, the casualty figures ranged anywhere from 50 million to 55 million civilians and military. The Soviet Union may have lost as much as a tenth of its population, consisting of around six million total casualties and one million prisoners of war. The United States suffered just over 300,000 total casualties (with about 145,000 dead). These losses of life were a result of both the Soviet Union and the U.S. joining together as allies to defeat the Axis Powers (Germany, Japan, and Italy) who were threatening world domination.

After World War II, the United States became one of the world's two most powerful nations. The Soviet Union was the other world power. During this period, America entered into an economic and political conflict with the Soviet Union that greatly affected the American people and the rest of the world. The conflict became known as the Cold War.

The Cold War was a result of the Soviet Union's desire to spread Communism. The United States resolved not to let this happen. Although the United States and the Soviet Union never had direct military conflict during this period, they battled with each other politically and technologically. The Cold War extended into the 1990's. The results are evident even now as you see the Soviet Union vehemently opposing the U.S. invasion of Iraq.

Within one year after the end of World War II, American military forces went through a massive program of demobilization—discharging more than 7 million service members. Demobilization occurred because the United States thought it no longer needed a large military once the war ended.

Just prior to the end of World War II, the strength of the United States Army was over 8 million men and women. However, by 30 June 1945, it had a little less than 1.9 million members, of which the Army kept nearly 600,000 personnel stationed overseas, mostly

serving as occupational forces in Germany and Japan. The purpose of those occupational forces was to maintain order and help those countries transition to a democratic form of government.

The United States emerged from World War II as the most powerful economic and military power in the free world. Many nations turned to the United States to help rebuild their countries and shattered economies. Also, the Truman administration was determined to keep communism limited to the Soviet Union and to Eastern Europe. Therefore, the United States assumed a very active role in world affairs.

In the four years following World War II, the United States took on the responsibility of being the world's police officer for peace and democracy. The Soviet Union, led by Joseph Stalin, sought to secure its border by surrounding itself with the satellite countries of Bulgaria, Rumania, Poland, Hungary, and East Germany. The U.S. government viewed the Soviet Union and the spread of communism as a primary threat to America and world security.

At a time when the United States reduced military manpower by large numbers, the Soviet Union maintained a large army. By the end of 1946, the U.S. Congress had reduced the total strength of the military to a little more than 1 million personnel, with only 220,000 stationed in Europe. In contrast, the Soviet Union still had over 3 million in uniform—the vast majority stationed in Eastern Europe and Western Russia. Therefore, the impact of demobilization on U.S. military policy during this period was to rely on its small stockpile of atomic weapons to back up its conventional forces in Europe. Also, the U.S. government made it clear that the U.S. would halt any Russian military advances by all means available. Although the United States never mentioned the use of atomic weapons, it was implied.

However, when it became apparent to the Soviets that the U.S. would not resort to using the atomic bomb—primarily because the American public was opposed to involvement in another war—the Soviet Union:

- Took back promises it made at post World War II conferences.
- Tightened its grip on the satellite nations of Eastern Europe by (1) refusing to allow free elections (2) creating puppet governments in Eastern Germany and North Korea, and supporting a communist coup d'état in Czechoslovakia in 1948.
- Refused to allow its satellite countries to receive American economic aids through a program known as the Marshall Plan.
- Threatened to imposed impose communism on the government of Greece and Turkey. However, the Truman administration took actions to stop the communism by sending economic and military aid to those countries.

- Began a blockade of West Berlin in April 1948, preventing that area from receiving supplies by rail or highway. The Soviet Union took this action to force the western powers out of Berlin in order to further tighten its hold on East Germany.

The next 50 years brought in the Policy of containment; NATO versus Warsaw; The Eisenhower Doctrine; The Kennedy/Johnson Doctrine; The Korean Conflict; the Vietnam War; and currently the Iraqi war.

Communism

In 1848 Karl Marx and Friedrich Engel's began their *Communist Manifesto* with prophetic confidence: "A specter is haunting Europe, the specter of communism." Little more than a century later, one third of the world's population lives under governments professing communism.

Marx took the name for his ideal society from the French communes – feudal villages that held land and produced in common. But he was not satisfied with villages. His dream was to shape newly industrial Europe into a Communist world. As he saw it, other systems would give way or, if they fought back, be destroyed.

In a general sense the word communism is used for any theory that advocates the abolition of private property. Since the mid-19th century the word Communism has also been used to refer to revolutionary Marxist socialism. By the 1980's more than 20 countries were being governed under some form of Communist control.

Although Communist governments may differ, they often share certain characteristics. Many Communist governments have come to power following armed revolutions. Communist governments tend to be authoritarian, and the Communist party is normally the only political organization.

Communist governments usually own or control industry, agriculture, and major businesses. Private ownership for profit is either prohibited or discouraged. The government establishes comprehensive plans for economic development.

Personal freedoms that are often allowed in democratic societies are normally prohibited in Communist countries. The government may regulate activities such as travel and choice of work. It usually restricts freedom of speech and religious worship and controls the media.

Democracy

The word democracy comes from two Greek words—demos, “meaning the people,” and kratos, meaning “authority” or rule. A democracy means literally “ruled by the people.” Any government, therefore, in which the people have supreme power, is a democracy.

The first major development of democracy took place in the city-states of ancient Greece. Each was small, usually with a population of less than 10,000. Thus all freemen could meet in a general assembly to speak and vote. This was direct democracy, the simplest form of democracy. There was no need for the more complicated representative democracy, in which one person is elected to speak for many others.

In the 19th century the United States was considered a leading democracy, although most of the civilized world seemed to be swept by democracy, or “government of the people, by the people, for the people.” Even before the American Revolution the English colonies in North America had highly democratic forms of government. Rhode Island and Connecticut governed themselves almost entirely.

Communism versus Democracy

The Soviet Union came out of the World War II as a world power second only to the United States. Immediately it began to force Communism on neighboring nations. Its army formed a solid wall across Eastern Europe from the Baltic Sea to the Adriatic Sea. East “from the iron curtain” only Greece and occupied Austria remained democracies.

Many nations were faced with a decision of democracy or communism. The biggest dilemma was choosing sides with the Soviet Union (Communism) or the United States (Democracy).

During this phase of the curriculum, students will be required to do additional research on communism and democracy. Students will be chosen to be ambassadors for both the Soviet Union and the United States. They will attempt to convince the rest of the class as to which form of government they should choose to govern the class with. The benefits of communism and democracy will be discussed. Both ambassadors will attempt to bring out the cons of choosing the other’s government. At the conclusion of the discussion, a vote will ensue and the type of government that the class chooses will be revealed.

Franklin Delano Roosevelt

Franklin Delano Roosevelt ([1882-1945]; president 1933-1945.) His father, James Roosevelt, was a wealthy landowner and railroad vice president. Everyone had strong feelings about him during his 12 years as president. Many hated him. They thought he

destroyed the country and the American way of life. Most people loved him. They believed he was a great president, truly interested in people.

Roosevelt became president in 1933. The United States was then in the grip of a worldwide business depression. Millions of people had no work and no money. Roosevelt used his power to create jobs and to help those who needed help. To do this he had to change the government's part in national life.

He was a great leader. During World War II he was the real commander in chief of the American armed forces. He took charge of the industrial might of the country. He played a major part in setting up the United Nations. He died on April 12, 1945.

Joseph Stalin

Joseph Stalin was born in Gori, a village in Transcaucasian Georgia, December 12, 1879. His father, Vissarion Dzhugashvili, was a poor drunken shoemaker. When Stalin was about seven, he caught smallpox, which left him pockmarked for life.

In 1925, a year after Lenin's death, Stalin forced Trotsky to resign as war minister and in 1927 expelled him from the party. Stalin, the "man of steel," was then supreme ruler. In a relentless drive to industrialize and modernize the Soviet Union, he launched the first in a series of five-year plans, in 1928. Stalin ordered the collectivization of farm.

He was considered to be a great leader. He led the Soviet Union during World War II. Stalin died March 5, 1953. Four days later after his death, his embalmed body was entombed alongside that of Lenin in Moscow's Red Square. Later Khrushchev (his successor) was successful in destroying his image and having his body removed from Red Square and reburied within the Kremlin walls among the graves of lesser Red heroes.

Students will read about the life of both Franklin Delano Roosevelt and Joseph Stalin. They will be required to attempt to understand how each rose to power to become head of two of the most powerful countries in the world during the World War II era. They will cite the parallels of both their lives and the contrast between. They will also be required to look up speeches done by both of them and interpret what their intent was.

TEACHING STRATEGIES

As I mentioned earlier, the JROTC program has developed a new program of instruction. I will utilize the four-phase lesson plan to teach this unit. The unit will encompass the latest teaching techniques/tools such as the following:

- 1) Graphic Organizers
- 2) Multiple Intelligences

- 3) Authentic Assessments
- 4) Blooms Taxonomy
- 5) Structures Reflections
- 6) Fundamental Skills
- 7) Workplace Competencies
- 8) Icebreakers

Any attempt to get students to learn history through the lecture mode would be a waste of student and teacher's time. Active learning will not occur without student participation. There are various ways to structure this curriculum concerning the Cold War and get students involved in meaningful discussions where learning takes place. Some are especially suitable when time is limited or participation needs to be coaxed. Some of the methods listed below will be used independently or combined.

Opening Discussions

Questions will be asked that are open ended and directed to the entire class versus one individual. The straightforward quality of open discussion is appealing. The discussion will be structured beforehand to ensure it is on task and not too lengthy. This will be done up front by stating how many students a response if required from.

Subgroup Discussions

Students will be broken into subgroups of three or more to share (and record) information. Topics will include how to set up a democratic or Communist government. The subgroups will be required to find out various forms of government come into existence. Everyone in the class will be required to participate.

Response Cards

Index cards will be passed out and questions will be asked concerning the topics of discussion but the responses will be anonymous.

Fishbowl

A portion of the class will form a discussion circle, and the remaining will form a listening circle around them. New groups will be brought into the inner circle to continue the discussion. By using the fishbowl, it will help bring focus to large-group discussions.

Panels

A small group will be required to conduct research on the lives of leaders of the Soviet Union and the United States during the initial stages of the Cold War. They will be

seated in front of the class and they will answer questions that the rest of the class might ask of the leaders.

Role Playing

Students will make up 3x 5 cards with the identity of leaders of the Soviet Union and the United States during the initial stages of the Cold War. Prior to the class, students will be required to find out as much as they can about that particular leader. They will meet as the leaders and have discussions just as the one that was conducted at the conclusion of World War II, in Berlin during the meeting held in the Kommandantura Building.

Games

Fun games and quiz games will be used to elicit student's ideas knowledge, or skill. TV game shows such as Family feud or Jeopardy will be used to elicit mass student participation. The use of games will make it fun and spark energy and involvement. Games are used to make dramatic points that students seldom forget.

Components and Phases of the Four-Phase Lesson Plan

Inquire Phase

The purpose of this phase is to determine what students already know or don't know about the curriculum. Questions like "What do you know about the Cold War?" "What don't you already know about the Cold War?" "What do you want to know about the Cold War?" "What are some of the practical reasons to participate in this lesson?"

- *Objectives:* State the specific information I want my students to learn about the curriculum.
- *Reason:* What are some of the practical reasons for students to participate in this lesson?
- *Tie In:* Relate to previous instructions or knowledge.
- *Direct Student Focus:* Tell students about the instructional activities that will occur during the lesson.
- *Learning Activity:* Appropriate Inquiry Phase learning activities will be Panel Discussions, Debates "Know-Want to Know-Learned (K-W-L)" charts, pre-quizzes, or pre-tests.
- *Reflections:* Ask questions that make students think about activities that have just occurred

Gather Phase

The purpose of this phase is to research and collect information from a variety of sources concerning the Cold War and its leaders, to synthesize information, to evaluate existing information, collect data, or evaluate ideas. Questions like “What new and essential information or new concepts did we find concerning Communism versus Democracy?” “What are some of the, critical component skills?” “What new understanding can be constructed base on what you have learned?” “What connections or associations can be made?”

Process Phase

The purpose of this phase is to use the new information, practice new skills, and engage indifferent activities. Questions such as “What can I do with the new information I have learned concerning Democracy, Communism, and the Cold War?” “What skills can be improved based on the newly acquire information?” “How can students ensure the new information is stored in long-term memory?”

Apply

This phase is to help students make real-life applications of the new information or ideas. Students will consider ways to integrate the lesson concepts or skills into personal use outside the classroom. Questions that can help in this phase include “What else can be done with the newly acquired information?” “What else is needed to make the information usable?”

I will also utilize one of methods I have learned from Dr. Curry and that is the use of videos. I have literally seen tears come from Fellows as they relived the Viet Nam experience through the eyes of those who fought the War. I have learned that by showing videos, it gives the students an opportunity to view the information being shown and to express their views and concerns.

LESSON PLANS

My three lesson plans will be spread over 15 hours of class time – a total of ten 90 minute class session. Each lesson will span about three 90 minute sessions.

The following table is used by ROTC to demonstrate the various ways in which lessons can be enhanced or delivered. I use this throughout my lesson plans.

Scans

- Basic Skills
- Thinking Skills
- Personal Qualities

Workplace Competencies

- Resources
- Interpersonal
- Informational Systems
- Technology

Authentic Assessment

- Metacognition
- What?
- So What?
- Now What?
- Socratic Dialogue

Thinking Skills

- Practical
- Analytical
- Creative

Bloom's Taxonomy

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis

Structured Reflection

- Observation Checklist
- Portfolio
- Rubric
- Test Quizzes
- Graphic Organizers
- Performance
- Project
- Dialogue

Graphic

- Mind Map
- Concept Web
- KWL Chart
- Sequence

Multiple Intelligences

- Body/Kinesthetic
- Visual/Spatial
- Logical/Math
- Verbal/Linguistic
- Interpersonal
- Intrapersonal

Lesson Objectives

1. Review the Communist and Democratic government doctrines.
2. Discuss the pros and cons of both systems.

The Four-phase Lesson Plan

The following is the format used by the Army JROTC program and is used throughout my curriculum. The four-phase lesson plan is performance based and solves the problem of “stand and deliver.” To shift from lecture based, this lesson plan will provide the guidance the teachers need to implement new teaching strategies. It will help teachers to better meet the needs of kinesthetic and other types of learners. In a classroom we deal with a great variety of learners in student body; this material and new format allows teachers to deal with the variety and differing educational needs more effectively.

Note: The four-phase lesson plan was developed by Dr. Steven Dunn author of *Brain Compatibility Learning from the Block*. The U.S. Army JROTC has been given permission to use the four-phase lesson plan.

Lesson Plan 1: What are the pros and cons of communism versus democracy?

Phase I – Inquire

The computer and television and will be utilized as a PowerPoint presentation as the students present researched information. Butcher charts will be utilized to do mind mapping exercises. The Internet will be used to research information. Army JROTC overheads and slides will be utilized to present information.

Using the KWL (What do you **K**now? What would you like to know? And what did you **L**earn?) questions below, complete a chart with a column for K, W, and L, writing student responses for those questions under the appropriate column. Ask students:

- K: What do you know about the Communism and Democracy?
- W: What would you like to know about the Communism and Democracy?
- L: What have you learned during this lesson about Communism and Democracy?

Phase II – Gather

The Internet and library will be utilized to conduct research to write the papers on any issue comparing Communism versus Democracy. Research will take place during class time. The papers will be about 2 pages long (single-spaced).

After the students complete their papers we will discuss the results in class. As a concluding question I will ask students the following question:

- Why did Communism suit Russia and why did Democracy suit the U.S.?

This is to give them a foundation for understanding the Cold War.

Phase III – Process

Resources: Objectives, Computer, Monitor, Overhead Projector, Access to Internet

Using the Internet, students will develop a mind map and concept web listing the pros and cons of Democracy versus Communism. The students can make PowerPoint slides, use the overhead projector, spreadsheet programs etc. to present their mind maps.

Reflections – Ask students the following questions:

- What are your thoughts on the origin of Communism?
- Is it possible that Democracy is less effective than communism?

Phase IV – Apply

Resources: Same resources as above.

In a classroom set up as a conference room selected students will act as ambassadors for the Soviet Union and the United States. They will attempt to convince the rest of the class as to why the class should choose their form of government. Have the students who

will represent the US and USSR portray the characters of both leaders by imitating accents, dressing-up. A good example of a simple costume would be to have students make moustaches out of black construction paper to portray Stalin. Or have a student in a wheelchair portray Roosevelt.

Reflections – Ask the students the following questions:

- What did you learn from this lesson?
- What did you learn about the leaders?
- What new insights have you gained about the cold War and its affects on the rest of the world?

Lesson Plan 2: What was the Cold War and what was its origin?

Phase I – Inquire

Resources: A butcher chart

Using the KWL (What you Know; What you Want to know; What you Learned) chart, ask students the following questions and complete the K and W columns only:

- K: What do you know about the Cold War? What have you learned in your History Class?
- W: What would you like to know about the Cold War? How do you think the cold War changed our country?
- L: What did you learn during this lesson?

Phase II – Gather

Resources: The Internet will be utilized for research.

Students will be broken into two groups and handed a worksheet of a world map. They will use this to depict the spread of Communism. Each group will have a designated facilitator to lead and keep the group focused, a timekeeper, a recorder to document their research and take notes, and a presenter to present their findings to the class. Additional references will be available to prepare the maps such as textbooks and other books listed in this unit under teacher references. Student presenters explain to the class that the Cold War was a result of the Soviet Union's desire to spread communism and the United States effort to contain it.

Reflections – Ask students the following questions:

- Why did the U.S. and Russia emerge as Super Powers after World War II?
- Why did the U.S. Take on the role as the world's police officer (peace maker)?
- What is the impact on the U.S. today?

Phase III – Process

Resources: The Internet and other references

Using the above resources, each student will develop a short poem or rap that describes how and why the U.S. and Russia relation changed after World War II and why. Students will perform these in class.

Reflections – Ask students the following questions:

- Was the reason for both legitimate reasons for a Cold War?
- If you were one of the leaders what would you have done?

Phase IV – Apply

Using name tags and researched information, students will use role play to reenact the meeting that the Allies and the Soviet Union had in Berlin to discuss the spoils of War. Again, the class is divided into two groups. Each group will have the Allies and Russians represented. Each group will present their reenactment to the other group.

Reflections – Ask the students the following questions:

- What did you learn about this meeting?
- What new insights have you gained about the origin of the Cold War and its affects on our countries?

Lesson Plan 3: Who were the leaders during the time the Cold War started and what role did they play?

Phase I – Inquire

Resources: Pair-and-Share technique.

Students, as pairs, will be assigned to research a leader – I will have them pick their leader from a list. The computer and television and will be utilized as a power point presentation as the students make one-minute presentations about their researched information.

Using the KWL (What you Know; What you Want to know; What you Learned) chart, ask students the following questions and complete the K and W columns only:

- K: What do you know about the leaders of Cold War? What have you learned about the leaders during the Cold War?
- W: What would you like to know about these men?

Phase II – Gather

Resources: Graphic organizers as well as Venn Diagrams.

The above resources will be used to show the similarities and differences between Stalin and Roosevelt. Each student will make his or her own Venn Diagram.

Reflections - Ask students the following questions:

- What were the similarities of both Stalin's and Roosevelt's lives?
- What were the differences of both Stalin's and Roosevelt's lives?
- What did they both have in common?

Phase III - Process

Resources: References from reading list and selected videos.

The above resources will be utilized to research the lives of Stalin and Roosevelt. Divide the class into three groups. Utilizing role-playing, students will depict each leader's rise to power. One group will address childhood and adolescence, another will depict their days as a young adult and the third group will portray them as leaders of their countries.

Reflections – Ask students the following questions:

- Could Stalin have risen to power in a Democratic society? If not why not?
- Could Roosevelt have risen to power in a Communist society? If not why not?

Phase IV – Apply

Resources: Pen, paper, Internet, and reference materials listed in my bibliography.

Using the above resources, students will write an essay defending Stalin's position on Communism or Roosevelt's position on Democracy.

Reflections – Ask students the following questions:

- Could the United States be wrong on its position on Communism? Explain.
- Could the Soviet Union be wrong on its position on Democracy? Explain.

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Smoke, Richard. *Thinking About Nuclear Arms Control—Understanding the Arms Race*. New York: Walker and Company, 1988.

It provides an in depth look at how the Cold War impacted the Nuclear Arms Race. It shows when the Arms Race began and how it progressed.

Websites

CNN Interactive. *Cold War*. 1998. Cable News Network, Inc. 14 May 2003.

<www.cnn.com/SPECIALS/cold.war/>.

An interactive timeline, online activities and lots of information about the Cold War with a section specifically about the space race.

Price, David. *Cold War Hot Links*. 1998. St. Martin's College. 14 May 2003.

<www.stmartin.edu/~dprice/cold.war.html>.

This is a list of various websites relating to the Cold War.