

(pages 396-401) (provide answers in a different color)

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The Cold War Begins, 1945–1960

STARTUP QUESTION - Step into the Place:

Read and discuss the primary sources on pages 394-395

How do the United States and the Soviet Union each seem to be interpreting the intentions of the other nation?

US perspective -> The driving force behind the imperialism camp is the USA. The cardinal purpose of the imperialism camp is to strengthen imperialism, to hatch a new imperialism war, to combat socialism and democracy, and to support the reactionary and antidemocratic profascist regimes.

USSR perspective -> The USSR still believes in antagonistic capitalist encirclement with which in the long run there can be no permanent peaceful existence.

Lesson 1 The Origins of the Cold War

I. Building a New World

A. In July of 1944, President Roosevelt invited world leaders to Bretton Woods, NH, with the purpose of organizing the world's postwar economic systems. At the conference leaders created two key institutions: the **World Bank**, which lends money to weaker nations, and the **International Monetary Fund (IMF)** which helps nations with trade deficits (import more than they export).

B. Also in 1944 delegates from 39 nations met in the city of **Washington DC** to discuss a new organization called the **United Nations (UN)**. This organization would have a **General Assembly** of member nations and also a **Security Council** of eleven members.

C. When the Soviet Union liberated **Poland** in 1944, they encouraged the establishment of a **Communist Government** government. The pre-war government had fled to **Britain**. Churchill and Roosevelt agreed to **recognize the government** if members of the pre-war government were included and that **two elections** be held as soon as possible.

D. The leaders issued the Declaration of Liberated Europe that asserted all nations have the right to **choose government**.

E. The Allies divided Germany into **four** zones. Each one would be controlled by one Allied nation. They also insisted Germany pay **heavy reparations** for the war.

F. Tension between the United States and the Soviet Union led to the **Cold War**. The Soviets believed in a **communist** economic system. U.S. leaders believed that an **enterprise** system was the key to peace.

II. Truman Takes Control

A. In July 1945 Truman and Stalin met at the **Potsdam Conference**. Truman believed **an industry** was crucial for Germany, while the Soviet Union believed it needed **reparations** from Germany.

B. The Soviets refused to uphold the Declaration of Liberated Europe (DLE). The countries of Eastern Europe would set up **Communist** governments and came to be known as **satellite nations**. Churchill later described it as an **iron curtain** falling across Eastern Europe.

Answers For Guided Reading Origins Of The Cold War

Samuel Willard Crompton



Answers For Guided Reading Origins Of The Cold War:

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Teaching American History in a Global Context Carl J. Guarneri, Jim Davis, 2015-07-17 This comprehensive resource is an invaluable teaching aid for adding a global dimension to students understanding of American history It includes a wide range of materials from scholarly articles and reports to original syllabi

and ready to use lesson plans to guide teachers in enlarging the frame of introductory American history courses to an international view The contributors include well known American history scholars as well as gifted classroom teachers and the book s emphasis on immigration race and gender points to ways for teachers to integrate international and multicultural education America in the World and the World in America in their courses The book also includes a Views from Abroad section that examines problems and strategies for teaching American history to foreign audiences or recent immigrants A comprehensive annotated guide directs teachers to additional print and online resources

Russia's Long Twentieth Century Choi Chatterjee, Deborah A. Field, Lisa A. Kirschenbaum, 2025-08-01 Covering the sweep of Russian history from empire to Soviet Union to post Soviet state this new edition of Russia s Long Twentieth Century is an accessible textbook that encourages students to start a lively conversation with Russia s storied past Chronologically organized the book moves beyond the traditional Cold War framework situating Russian history within world history It covers topics including state power political ideology economic change and foreign policy highlighting the perspectives of ordinary people and exploring the impacts of race ethnicity nationality gender and generation on historical experience Taking an inquiry based approach the authors show how scholars diverge sharply in their understanding of key events historical processes and personalities Each chapter contains a selection of primary sources and discussion questions engaging with the voices and experiences of diverse Soviet citizens and familiarizing students with the techniques of source criticism The second edition features expanded coverage of the non Russian regions of the Russian empire and the Soviet Union adding new sections on Ukraine in particular To help students navigate the book the new edition also includes a timeline of key events and people and a glossary With a variety of learning tools maps and images this volume is an essential introduction to twentieth century Russian history

Teaching Recent Global History Diana B. Turk, Laura J. Dull, Robert Cohen, Michael R. Stoll, 2014-03-05 Teaching Recent Global History explores innovative ways to teach world history beginning with the early 20th century The authors unique approach unites historians social studies teachers and educational curriculum specialists to offer historically rich pedagogically innovative and academically rigorous lessons that help students connect with and deeply understand key events and trends in recent global history Highlighting the best scholarship for each major continent the text explores the ways that this scholarship can be adapted by teachers in the classroom in order to engage and inspire students Each of the eight main chapters highlights a particularly important event or theme which is then complemented by a detailed discussion of a particular methodological approach Key features include An overarching narrative that helps readers address historical arguments Relevant primary documents or artifacts plus a discussion of a particular historical method well suited to teaching about them Lesson plans suitable for both middle and secondary level classrooms Document based questions and short bibliographies for further research on the topic This invaluable book is ideal for any aspiring or current teacher who wants to think critically about how to teach world history and make historical discussions come alive for students

Army History

,1989 **History in Literature** Edward Quinn,2014-05-14 Alphabetically arranged articles discuss the major events figures and movements of the twentieth century and how they have been depicted in literature **The Cambridge Guide to African American History** Raymond Gavins,2016-02-15 Intended for high school and college students teachers adult educational groups and general readers this book is of value to them primarily as a learning and reference tool It also provides a critical perspective on the actions and legacies of ordinary and elite blacks and their non black allies *The Analogue Alternative* James S. Small,2013-06-17 We are in the midst of a digital revolution until recently the majority of appliances used in everyday life have been developed with analogue technology Now either at home or out and about we are surrounded by digital technology such as digital film audio systems computers and telephones From the late 1940s until the 1970s analogue technology was a genuine alternative to digital and the two competing technologies ran parallel with each other During this period a community of engineers scientists academics and businessmen continued to develop and promote the analogue computer At the height of the Cold War this community and its technology met with considerable success in meeting the urgent demand for high speed computing for use in the design and simulation of rockets aircraft and manned space vehicles *The Analogue Alternative* tracks the development commercialisation and ultimate decline of the electronic analogue computer in the USA and Britain It examines the roles played by technical economic and cultural factors in the competition between the alternative technologies but more importantly James Small demonstrates that non technical factors such as the role of military enterprise and the working practices of analogue engineers have been the most crucial in analogue s demise l This book will be of interest to students of the history and sociology of science and technology particularly computing It will also be relevant to those interested in technical change and innovation and the study of scientific cultures *Congressional Record* United States. Congress,1992 The Congressional Record is the official record of the proceedings and debates of the United States Congress It is published daily when Congress is in session The Congressional Record began publication in 1873 Debates for sessions prior to 1873 are recorded in *The Debates and Proceedings in the Congress of the United States 1789 1824 the Register of Debates in Congress 1824 1837 and the Congressional Globe 1833 1873* **Resources in Education** ,2001-10 **Best Ideas for Teaching with Technology** Justin Reich,Tom Daccord,2015-02-18 This practical how to guide makes it easy for teachers to incorporate the latest technology in their classes Employing an informal workshop approach the book avoids technical jargon and pays special attention to the needs of teachers who are expanding the use of computers in their classrooms The authors focus on what teachers do and how they can do it better and provide a wide variety of proven tools tips and methods for enhancing these activities with technology *Best Ideas for Teaching with Technology* provides extensively illustrated tutorials for a wide variety of software online tools and teaching techniques It covers everything from lesson plans to time management how to show animation blogging podcasts laptop strategies and much much more In addition periodic updates to the text will be available

on the authors website **The Bedside Baccalaureate: the Second Semester** David Rubel, 2009 Offers a different learning experience intending to place facts within the framework of knowledge and containing 20 courses created by experts in their fields with the intention of making the topics accessible and entertaining **Oxford IB Prepared: History: IB Diploma Programme** David M. Smith, 2020-05-21 IB Prepared resources are developed directly with the IB to provide the most up to date authentic and authoritative guidance on DP assessment IB Prepared History combines a concise review of course content with strategic guidance past paper material and exam style practice opportunities allowing learners to consolidate the knowledge and skills that are essential to success

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