

(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.

Guided Reading Origins Of The Cold War Possible Answers

Sven F. Kraemer



Guided Reading Origins Of The Cold War Possible Answers:

Creating America ,1995 Each unit includes guided reading vocabulary building skillbuilder practice geography applications primary sources literature selections reteaching activities enrichment activities for gifted and talented students history workshop resources and answer key **Inside the Cold War From Marx to Reagan** Sven F. Kraemer,2015-09-16 A long time U S policy insider s scholarly and encyclopedic history with unprecedented analysis of the official documents of the Cold War explores its Marxist Leninist totalitarian roots faltering pre Reagan U S strategies of Containment MAD and D Tente and the Reagan Revolution This book details Reagan s integrated new strategies in defense arms control diplomacy information and intelligence and support for the faiths and forces of freedom that collapsed the Soviet ideology and empire

World History: Connections to Today Elisabeth Gaynor Ellis,Pearson/Prentice Hall,2003-12 Understand The Cold War: Teach Yourself Carole Bryan-Jones,2010-08-27 Understand the Cold War provides a fascinating insight into this complicated and hidden conflict from how it began to the main characters involved and the culture it created It will help you understand how the superpowers grew and vied for dominance and how the balance was lost All the important aspects of the war are covered from what JFK and his assassin had in common to a discussion of whether the tension ended after the fall of the Berlin Wall Give yourself the opportunity to understand the global reach of this 45 year long conflict which shaped the latter half of the twentieth century NOT GOT MUCH TIME One five and ten minute introductions to key principles to get you started AUTHOR INSIGHTS Lots of instant help with common problems and quick tips for success based on the author s many years of experience EXTEND YOUR KNOWLEDGE Extra online articles at www.teachyourself.com to give you a richer understanding THINGS TO REMEMBER Quick refreshers to help you remember the key facts TRY THIS Innovative exercises illustrate what you ve learnt and how to use it *The Rhetorical Presidency, Propaganda, and the Cold War, 1945-1955* Shawn J. Parry-Giles,2001-11-30 Both Truman and Eisenhower combined bully pulpit activity with presidentially directed messages voiced by surrogates whose words were as orchestrated by the administration as those delivered by the presidents themselves A Review of the private strategizing sessions concerning propaganda activity and the actual propaganda disseminated by the Truman and Eisenhower administrations reveals how they both militarized propaganda operations allowing the president of the United States to serve as the commander in chief of propaganda activity As the presidents minimized congressional control over propaganda operations they institutionalized propaganda as a presidential tool expanded the means by which they and their successors could perform the rhetorical presidency and increased presidential power over the country s Cold War message naturalizing the Cold War ideology that resonates yet today Of particular interest to scholars and students of political communication the modern presidency and Cold War history **Conflict After the Cold War** Richard K. Betts,2017-03-27 Edited by one of the most renowned scholars in the field Richard Betts Conflict After the Cold War assembles classic and contemporary readings on enduring problems of international security Offering

broad historical and philosophical breadth the carefully chosen and excerpted selections in this popular reader help students engage key debates over the future of war and the new forms that violent conflict will take Conflict After the Cold War encourages closer scrutiny of the political economic social and military factors that drive war and peace New to the Fifth Edition Original introductions to each of 10 major parts as well as to the book as a whole have been updated by the author An entirely new section Part IX on Threat Assessment and Misjudgment explores fundamental problems in diagnosing danger understanding strategic choices and measuring costs against benefits in wars over limited stakes 12 new readings have been added or revised Fred C Ikl The Dark Side of Progress G John Ikenberry China s Choice Kenneth N Waltz Why Nuclear Proliferation May Be Good Daniel Byman Drones Technology Serves Strategy Audrey Kurth Cronin Drones Tactics Undermine Strategy Eyre Crowe and Thomas Sanderson The German Threat 1907 Neville Henderson The German Threat 1938 Vladimir Putin The Threat to Ukraine from the West Eliot A Cohen The Russian Threat James C Thomson Jr How Could Vietnam Happen An Autopsy Stephen Biddle Afghanistan s Legacy Martin C Libicki Why Cyberdeterrence is Different

American Vision, Unit 9 Resources McGraw-Hill Staff,2002-05 [Why Intelligence Fails](#) Robert Jervis,2010-12-15

The U S government spends enormous resources each year on the gathering and analysis of intelligence yet the history of American foreign policy is littered with missteps and misunderstandings that have resulted from intelligence failures In *Why Intelligence Fails* Robert Jervis examines the politics and psychology of two of the more spectacular intelligence failures in recent memory the mistaken belief that the regime of the Shah in Iran was secure and stable in 1978 and the claim that Iraq had active WMD programs in 2002 The Iran case is based on a recently declassified report Jervis was commissioned to undertake by CIA thirty years ago and includes memoranda written by CIA officials in response to Jervis s findings The Iraq case also grounded in a review of the intelligence community s performance is based on close readings of both classified and declassified documents though Jervis s conclusions are entirely supported by evidence that has been declassified In both cases Jervis finds not only that intelligence was badly flawed but also that later explanations analysts were bowing to political pressure and telling the White House what it wanted to hear or were willfully blind were also incorrect Proponents of these explanations claimed that initial errors were compounded by groupthink lack of coordination within the government and failure to share information Policy prescriptions including the recent establishment of a Director of National Intelligence were supposed to remedy the situation In Jervis s estimation neither the explanations nor the prescriptions are adequate The inferences that intelligence drew were actually quite plausible given the information available Errors arose he concludes from insufficient attention to the ways in which information should be gathered and interpreted a lack of self awareness about the factors that led to the judgments and an organizational culture that failed to probe for weaknesses and explore alternatives Evaluating the inherent tensions between the methods and aims of intelligence personnel and policymakers from a unique insider s perspective Jervis forcefully criticizes recent proposals for improving the performance of the intelligence

community and discusses ways in which future analysis can be improved Bulletin of the Atomic Scientists ,1979-03

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

Guided Reading Origins Of The Cold War Possible Answers Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Guided Reading Origins Of The Cold War Possible Answers**," compiled by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

<https://staging.conocer.cide.edu/data/browse/HomePages/guide%20to%20historic%20hamilton.pdf>

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