

# The Era of the Iron Curtain

## Lesson Outline

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### Lesson Objectives

By the end of this lesson, students will be able to:

- Identify the major causes and effects of the Cold War
- Compare and contrast the speeches of Reagan and Churchill concerning the Cold War and its outcomes
- Create a timeline of the major events and time periods of the Cold War

### Show Me Standards Addressed

- SS-2: Continuity and change in the history of Missouri, the United States, and the world
- SS-3: Principles and processes of governance systems
- SS-6: Relationships of the individual and groups to institutions and cultural traditions
- SS-7: The use of tools of social science inquiry (such as surveys, statistics, maps, and documents)

### Lesson Outline – 2-Day Lesson

#### Introduction

- Review with students the effects of World War II that we have already gone over
- Give a quote from Winston Churchill's speech at Fulton and see if students can identify its speaker and its meaning

#### Main Lesson

- Tell students that over the next two days we will be looking at the Cold War and its effects on the world.
- PowerPoint Presentation – examination of the beginning of the Cold War
  - Focus on Meeting at Yalta
  - Focus on Churchill's speech at Westminster
    - Speech Activity with Questions
  - Era of the Iron Curtain "Traveling" Activity
    - Have various stations around the room covering different locations and time periods (places are chosen based on their importance in chronology)
      - Examples: Korea, Cuba, Vietnam, Moscow, Hungary, etc.
      - Students will "travel" in groups from one location to the next participating in various activities that deal with different aspects of the Cold War
        - Examples: Truman Doctrine, Warsaw Pact, détente, etc
      - Stations will incorporate interactive learning experiences in a "museum style" structure similar to the Churchill Memorial in Fulton
        - Audio-Visual Materials

- Use of computer technology and use of websites such as Library of Congress and the Churchill Memorial
- Students will answer questions and participate in activities at each station as well as fill out their “Berlin Wall” timeline sheet (chronology of events of the Cold War)
- They will probably have to continue this activity the following school day.
- End of the Cold War Class Activity
  - Students will come back together as a class and we will discuss the climate of the Cold War by the time of Reagan’s Presidency
    - Students will listen to Reagan’s “Tear Down This Wall” speech and answer discussion questions
    - Students will need to analyze how things have changed since Winston Churchill’s speech in 1946.

#### Assessment/Assignment

- Students will complete “Churchill and Reagan Cold War Activity” assignment and turn in during the next class period

#### Resources

- [www.loc.gov](http://www.loc.gov)
- [www.churchillmemorial.org](http://www.churchillmemorial.org)
- [www.coldwar.org](http://www.coldwar.org)
- *Churchill* by Martin Gilbert
- *Chasing Churchill* by Edwina Sandys
- *The Quotable Winston Churchill* edited by Richard J. Mahoney

## Churchill & Reagan Cold War Activity

- Read each of the speeches.
- You will now write a newspaper editorial about how the two speeches give insight into the Cold War.
- Imagine you are writing this shortly after Reagan's speech.
- Explain how the Cold War situation described by Churchill is similar to or different from the Cold War situation described by Reagan.
- Also, compare how the two leaders spoke about the Soviet Union.
  - Using what you have learned about the Cold War and how it turned out, what is your opinion about what Churchill said in his speech?
  - Were Churchill's warnings inaccurate or was he right on the money?

### REMINDER

- Newspaper editorials usually include the writer's opinion on the subject. You may agree or disagree with the arguments presented by Churchill and Reagan but you **MUST EXPLAIN** your viewpoint.

### EXPECTATIONS

In addition to answering the questions provided above, I will also be looking for the following:

- Must be neatly and clearly written
- Must show an understanding of the contents of each speech
- Must provide an accurate picture of the Cold War