

ESSENTIAL AMERICAN HISTORY TEACHING AMERICAN HISTORY GRANT

DID RONALD REAGAN END THE COLD WAR?

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Contents:

Materials:

- 1. Reagan Cold War Lesson Planner**
- 2. DBQ Essay Rubric Link**

Student Materials:

- 1. Overview Essay and Questions**
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- 5. Document Set**
- 6. Document Analysis Sheet Link**

Reagan Cold War DBQ Lesson Planner

Day 1:

- *Introduce the Reagan Presidency and the state of the nation after the Carter Presidency. Teacher uses own lesson plan of choice**
- *Introductory Activity: U.S. Relations with the USSR document analysis
NSC Directive Number 75 (primary source)
Answer Questions that follow**

Day 2

- *Cold War Background Essay**
- * Read and discuss key points as a class.**
- * Document Categorization: Have students in groups look at the attached documents and sort them into two groups: (1) Documents that support the statement that Reagan won the Cold War and (2) Documents that do not support that Reagan won the Cold War.**

Day 3

- *Document Analysis: Using Document Analysis Worksheets, students will analyze each attached document. There are different types of analysis worksheets attached to use with each type of document. Review each document as a class when finished in groups and have students give feedback or hold a class discussion.**

Day 4

- *Reagan Audio Clips: Show class clips of speeches made by Reagan:**
 - 1. Remarks at the Annual Convention of the National Association of Evangelicals in Orlando, Florida (3-8-83)**
 - 2. Development of Defense System vs. Nuclear Ballistic Missiles (3-25-83)**
 - 3. Remarks on East-West Relations at Brandenburg Gate (6-12-87)**
 - 4. Remarks on Signing of INF Treaty (12-8-87)**
 - 5. Farewell Address to the Nation (1-11-89)**

Discuss: How do each of these events either escalate or thaw the Cold War?

Day 5

- *Write DBQ Essay. Be clear of your expectations of how you want your essay written in regards to structure. Attached are two rubrics (1) Rockwood Six Trait Writing Assessment and (2) DBQ Rubric
In the Rockwood Curriculum, the Modern United States History portion is usually at the end of the 2nd Semester so you may use this as a take home assignment, create your own presentation, or have a debate over the question depending on time parameters.**

OVERVIEW ESSAY

Did Reagan End the Cold War?

The Cold War (1945-1991) was “fought” between the two major superpowers in the world remaining after World War II-The United States and the Soviet Union. The term “Cold War,” when weapons are built up but not used, means something different from a “Hot War,” when people fight against each other in armed combat or use missiles or bombs. While the Cold War never led to a direct armed conflict between the United States and the Soviet Union, each superpower supported the armed struggles of pro-communist or pro-democratic groups in other parts of the world such as Korea, Vietnam, and the Middle East. The Cold War led the United States military into combat in Korea, Vietnam, and Grenada.

As each side built up more and more nuclear weapons, the United States developed the idea of nuclear deterrence-the concept that neither side would use nuclear weapons against each other because each knew this would lead to the destruction of both the United States and the Soviet Union.

On the other hand, Soviet leaders, for most of the country’s existence, believed they could win a nuclear war.

By the time President Reagan was elected, two anti-nuclear treaties had been signed between the United States and the Soviet Union.

These treaties were known as SALT I and SALT II (later re-named START by President George H.W. Bush). These agreements put ceilings on certain types of nuclear weapons but did not limit the overall nuclear weapons build up, did not involved dismantling existing nuclear weapons, and did not involve oversight of the treaties.

In 1981, while both the Soviet Union and the United States had the nuclear capacity to destroy the world, the Soviet Union had built up considerably more nuclear arms than the United States.

Questions to discuss;

- 1. Why was the Cold War called a “Cold War?”**
- 2. Was it always cold?**
- 3. What does “winning the Cold War” mean?**
- 4. How could a country win a cold war?**

INTRODUCTORY ACTIVITY:

(Individual or Group)

You are a member of President Reagan's National Security Team. Based on the state of affairs between the United States and the USSR in 1981, you must advise him on the following in relation to his Cold War policy, and the potential reaction from the USSR.

- 1. How do you plan on reversing Soviet expansionism?**
- 2. How do you attempt to convince the Soviets to ease their strict political and economic controls over their people?**
- 3. Are you going to intensify or thaw the arms race? Why? Or Why Not?**

Have students answer these questions in groups. Hold whole class discussion over the potential solutions and consequences to each

**Read National Security Decision Directive Number 75 (1-17-83)
(Provided by the Ronald Reagan Library, Simi Valley, California)**

How close was your group in relation to the content in this document?

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Authority D. WATSON, NSC (F 94-1102) 7/14/94

NARA, Date 2/1/95

THE WHITE HOUSE
WASHINGTON

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January 17, 1983

National Security Decision
Directive Number 75

U.S. RELATIONS WITH THE USSR (S)

U.S. policy toward the Soviet Union will consist of three elements: external resistance to Soviet imperialism; internal pressure on the USSR to weaken the sources of Soviet imperialism; and negotiations to eliminate, on the basis of strict reciprocity, outstanding disagreements. Specifically, U.S. tasks are:

1. To contain and over time reverse Soviet expansionism by competing effectively on a sustained basis with the Soviet Union in all international arenas -- particularly in the overall military balance and in geographical regions of priority concern to the United States. This will remain the primary focus of U.S. policy toward the USSR.
2. To promote, within the narrow limits available to us, the process of change in the Soviet Union toward a more pluralistic political and economic system in which the power of the privileged ruling elite is gradually reduced. The U.S. recognizes that Soviet aggressiveness has deep roots in the internal system, and that relations with the USSR should therefore take into account whether or not they help to strengthen this system and its capacity to engage in aggression.
3. To engage the Soviet Union in negotiations to attempt to reach agreements which protect and enhance U.S. interests and which are consistent with the principle of strict reciprocity and mutual interest. This is important when the Soviet Union is in the midst of a process of political succession. (S)

In order to implement this threefold strategy, the U.S. must convey clearly to Moscow that unacceptable behavior will incur costs that would outweigh any gains. At the same time, the U.S. must make clear to the Soviets that genuine restraint in their behavior would create the possibility of an East-West relationship that might bring important benefits for the Soviet Union. It is particularly important that this message be conveyed clearly during the succession period, since this may be a particularly opportune time for external forces to affect the policies of Brezhnev's successors. (S)

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Declassify on: OADR

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Scope and Sequence Guide

“Did President Reagan End the Cold War?”

Directions:

As you know from our studies this semester the “Cold War,” a period of time that featured an economic, political, and military rivalry between the two world superpowers, the USA and the USSR came to an end in the early 1990’s soon after the Reagan Presidency. Historians have long debated over the role of Reagan and whether or not his policies accelerated the collapse of the Soviet Union or whether it was internal economic and political factors that would have ran its course whether or not Reagan or Gorbachev were in leadership positions.

Did President Reagan and his policies toward the Soviet Union solely lead to the end of the Cold War and the collapse of the Soviet Union?

Write a three paragraph essay which details your position using the attached documents:

- 1. Read the background essay**
- 2. Skim the documents and categorize them into points of view**
- 3. Review the documents and make summaries about each of them**
- 4. After choosing your position, select the documents that MOST support your decision**
- 5. Write your essay using your instructors guidelines**

Document Set:

All Document Sources are from:
National Archives and Record Administration
Of the

← Ronald Reagan Presidential Library and Museum
40 Presidential Drive, Simi Valley, CA 93065

(Except Document K and L, citations provided below)

Document A: Power Map of the World, Cold War Era

Document B: Address to the National Association of Evangelicals

**Document C: Comments Regarding the Development of Defense system vs.
Nuclear Ballistic Missiles (SDI) (3-25-83)**

Document D: Quotes from Reykjavik Summit in Iceland (Oct 9-12, 1986)

Document E: Photo of President Reagan and General Secretary Gorbachev

Document F: Remarks on East-West Relations at Brandenburg Gate (6-12-87)

Document G: Remarks on signing of the INF Treaty (12-8-87)

Document H: Excerpts of Reagan's Farewell Address to Nation (1-11-89)

Document I: Chart of: Build up Soviet armaments

Document J: Photo of Reagan at Berlin Wall (November 1989)

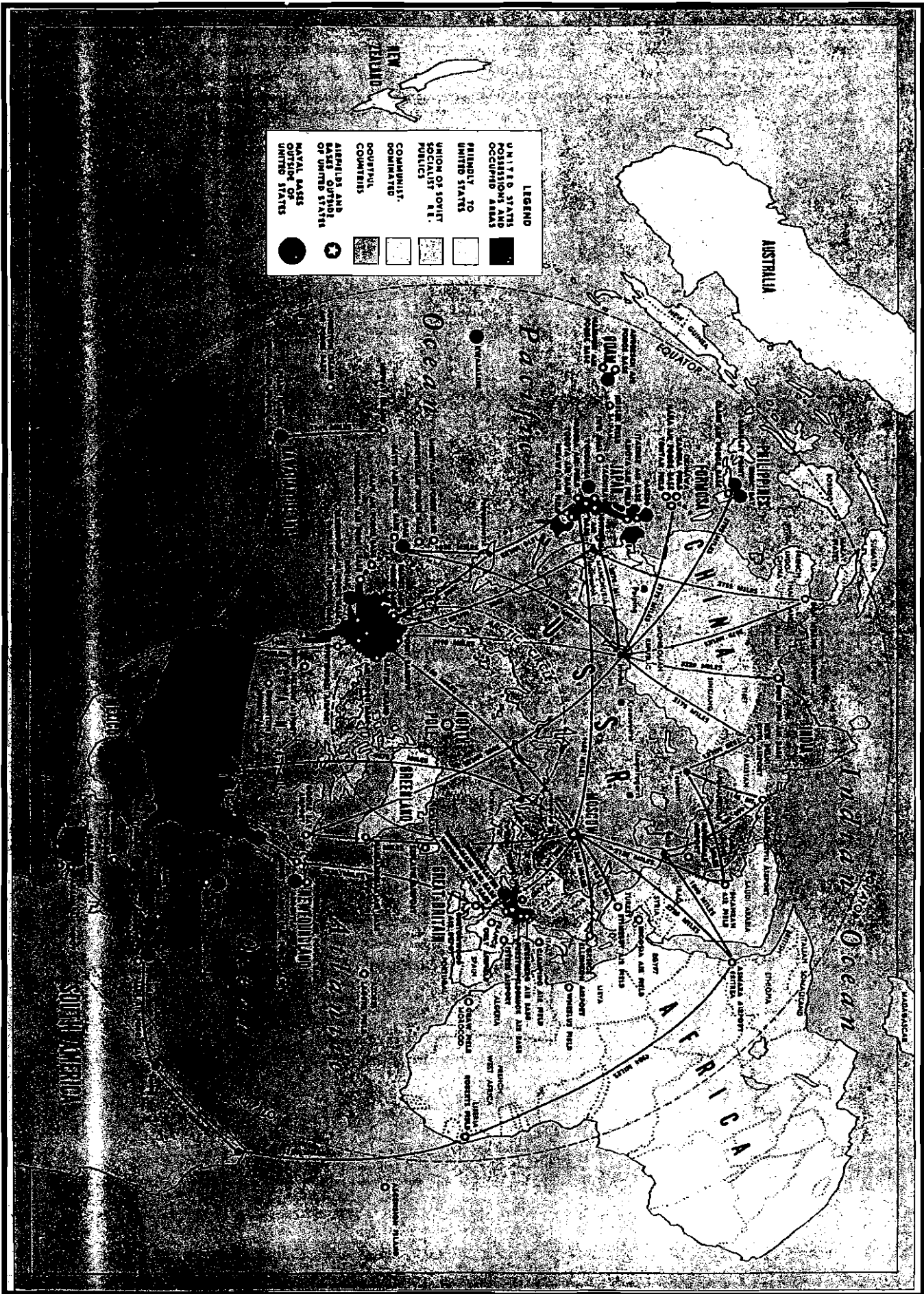
**Document K: "We all Lost the Cold War" Comments from General Secretary
Gorbechev at Reagan Funeral
(Washington Post, June 11, 2004. Robert Kaiser)
<http://www.washingtonpost.com/wp-dyn/articles/A32927-2004Jun10.html>**

Document L: "Gorbechev and the End of the Cold War"

(News Straits Times, April 6, 2006. Joseph Nye)

http://belfercenter.ksg.harvard.edu/publication/1531/gorbachev_and_the_end_of_the_cold_war.html?breadcrumb=%2F

Document A: Power Map of the World



Power Map of the World, Cold War Era

Document B: Address to the National Association of Evangelicals

“The Soviet leaders have openly and publicly declared that the only morality they recognize is that which will further their cause, which is world revolution”

“This doesn’t mean we should isolate ourselves and refuse to seek an understanding with them. I intend to do everything I can to persuade them of our peaceful intent, to remind them that it was the West that refused to use its nuclear monopoly in the forties and fifties for territorial gain and which now proposes 50 percent cut in strategic ballistic missiles and the elimination of an entire class of land based, intermediate-range nuclear missiles. At the same time, however, they must be made to understand we will never compromise our principles and standards. We will never give away our freedom. We will never abandon our belief in God. And we will never stop searching for a genuine peace. But we can assure none of these things America stands for through the so-called nuclear freeze solutions proposed by some. The truth is that a freeze now would be a very dangerous fraud, for that is merely the illusion of peace. The reality is that we must find peace through strength....”

“A freeze would reward the Soviet Union for its enormous and unparalleled military buildup. It would prevent the essential and long overdue modernization of United States and allied defenses and would leave our aging forces increasingly vulnerable.”

Document C: Comments Regarding the Strategic Defense Initiative

Comments from President Reagan:

“The defense policy of the United States is based on a simple premise: The United States does not start fights. We will never be an aggressor. We maintain our strength in order to deter and defend against aggression-to preserve freedom and peace”

Comments from General Secretary Gorbachev:

“Excuse me Mr. President, but I do not take your idea of sharing SDI seriously”

“We want to accomplish three things: One, we want the Americans to withdraw conventional forces from Europe. Two, we want them to withdraw nuclear forces from Europe. Three, we want Americans to stop proceeding with Strategic Defense Initiative”

Document D: Comments from Reykjavik Summit:

Comments from President Reagan:

“Before we can work things out in regard to armaments, we need to try to clarify the causes of mistrust. If we are able to eliminate it, it will be easier to resolve the problem of armaments”

“You know that even in this situation (complete agreement between the United States and the Soviet Union for total nuclear disarmament) we will not be able to guarantee that someone will not begin to make nuclear weapons again at some point”

Comments from General Secretary Gorbachev:

“As for your arguments about the madman who decides to resort to nuclear weapons, I think we will be able to solve that problem, it is not that serious”

“I am increasingly convinced of something I knew previously only second hand. The President of the United States does not like to retreat.”

Document E: Photo of President Reagan and General Secretary Gorbachev

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Reykjavik Summit, Iceland

October 9-12, 1986



Document F: Comments on East-West Relations at the Brandenburg Gate

“And now the Soviets themselves may, in a limited way, be coming to understand the importance of freedom. We hear much from Moscow about a new policy of reform and openness. Some political prisoners have been released. Certain foreign news broadcasts are no longer being jammed. Some economic enterprises have been permitted to operate with greater freedom from state control. Are these the beginnings of profound changes in the Soviet state? Or are they token gestures, intended to raise false hopes in the West, or to strengthen the Soviet system without changing it? We welcome change and openness; for we believe that freedom and security go together, that the advance of human liberty can only strengthen the cause of world peace”

“Mr Gorbachev, if you seek peace-if you seek prosperity for the Soviet Union and Eastern Europe-if you seek liberalization: Come here to this gate. Mr. Gorbachev, tear down this wall.”

Document G: Remarks upon signing the INF Treaty

Comments from President Reagan:

"I think as long as you've got a chance to strive for peace you strive for peace"

"For the first time in history, the language of "arms control" was replaced by "arms reduction" – in this case, the complete elimination of an entire class of U.S. and Soviet nuclear missiles. Of course, this required a dramatic shift in thinking, and it took conventional wisdom some time to catch up. Reaction, to say the least, was mixed. To some the zero option was impossibly visionary and unrealistic; to others merely a propaganda ploy. Well, with patience, determination, and commitment, we've made this impossible vision a reality. "

"We can only hope that this historymaking agreement will not be an end in itself but the beginning of a working relationship that will enable us to tackle the other urgent issues before us: strategic offensive nuclear weapons, the balance of conventional forces in Europe, the destructive and tragic regional conflicts that beset so many parts of our globe, and respect for the human and natural rights God has granted to all men."

Comments from General Secretary Gorbachev:

"The INF treaty has a universal significance for mankind"

"For everyone, and above all, for our two great powers, the treaty whose text is on this table offers a big chance at last to get onto the road leading away from the threat of catastrophe. It is our duty to take full advantage of that chance and move together toward a nuclear-free world, which holds out for our children and grandchildren and for their children and grandchildren the promise of a fulfilling and happy life without fear and without a senseless waste of resources on weapons of destruction."

"May December 8, 1987, become a date that will be inscribed in the history books, a date that will mark the watershed separating the era of a mounting risk of nuclear war from the era of a demilitarization of human life"

Document H: Excerpts of Reagan Farewell Address to the Nation:

“Well, this time, so far, it's different. President Gorbachev has brought about some internal democratic reforms and begun the withdrawal from Afghanistan. He has also freed prisoners whose names I've given him every time we've met.”

“But life has a way of reminding you of big things through small incidents. Once, during the heady days of the Moscow summit, Nancy and I decided to break off from the entourage one afternoon to visit the shops on Arbat Street ~ that's a little street just off Moscow's main shopping area. Even though our visit was a surprise, every Russian there immediately recognized us and called out our names and reached for our hands. We were just about swept away by the warmth. You could almost feel the possibilities in all that joy. But within seconds, a KGB detail pushed their way toward us and began pushing and shoving the people in the crowd. It was an interesting moment. It reminded me that while the man on the street in the Soviet Union yearns for peace, the government is Communist. And those who run it are Communists, and that means we and they view such issues as freedom and human rights very differently.”

“We must keep up our guard, but we must also continue to work together to lessen and eliminate tension and mistrust. My view is that President Gorbachev is different from previous Soviet leaders. I think he knows some of the things wrong with his society and is trying to fix them. We wish him well. And we'll continue to work to make sure that the Soviet Union that eventually emerges from this process is a less threatening one. What it all boils down to is this: I want the new closeness to continue. And it will, as long as we make it clear that we will continue to act in a certain way as long as they continue to act in a helpful manner. If and when they don't, at first pull your punches. If they persist, pull the plug. It's still trust but verify. It's still play, but cut the cards. It's still watch closely. And don't be afraid to see what you see.”

Document I: Chart of Soviet armaments

End Year	Strategic Warheads				Non- Strategic	Stockpiled Warheads	Awaiting Dism'tlem't	Intact Warheads
	ICBM	SLBM	Bombers	Total				
1976	2,607	1,002	596	4,205	17,000	21,205	?	?
1977	2,838	1,309	596	4,744	18,300	23,044	?	?
1978	3,666	1,531	596	5,793	19,600	25,393	?	?
1979	4,833	1,605	596	7,035	20,900	27,935	?	?
1980	5,630	1,636	596	7,862	22,200	30,062	?	?
1981	5,977	1,976	596	8,549	23,500	32,049	?	?
1982	6,596	1,959	596	9,152	24,800	33,952	?	?
1983	6,993	1,947	764	9,704	26,100	35,804	?	?
1984	7,135	2,140	756	10,031	27,400	37,431	?	?
1985	7,154	2,377	966	10,497	28,700	39,197	?	?
1986	7,153	2,394	1,176	10,723	30,000	40,723	4,277	45,000
1987	7,216	2,631	1,313	11,159	27,700	38,859	4,141	43,000
1988	7,277	2,841	1,512	11,630	25,700	37,330	3,667	41,000
1989	7,382	3,085	1,651	12,117	23,700	35,817	3,195	39,000
1990	7,285	3,045	1,485	11,815	21,700	33,515	3,583	37,000
1991	6,411	2,932	1,329	10,672	18,933	29,606	6,405	35,000
1992	6,011	2,617	1,462	10,089	16,167	26,256	7,845	33,000
1993	5,414	2,503	1,468	9,385	13,400	22,785	8,899	31,000
1994	4,530	2,436	1,468	8,434	10,633	19,067	10,601	29,000
1995	3,894	2,386	1,468	7,748	7,867	15,615	12,022	27,000
1996	3,768	2,386	1,468	7,622	5,100	12,722	12,915	25,000
1997	3,759	1,915	840	6,514	4,750	11,264	11,736	23,000
1998	3,770	1,655	840	6,264	4,500	10,764	10,236	21,000
1999	3,717	1,655	830	6,201	4,250	10,451	9,799	20,250
2000	3,717	1,655	830	6,201	4,000	10,201	9,299	19,500
2001	3,162	1,453	911	5,526	3,600	9,126	9,076	18,750
2002	3,162	1,126	911	5,199	3,380	8,579	9,421	18,000

last revised 11.25.02

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Photograph courtesy of Ronald Reagan Presidential Foundation

The Fall of the Berlin Wall
November 1989



Document K: Comments of General Secretary Gorbachev at Reagan Funeral

"I think we all lost the Cold War, particularly the Soviet Union. We each lost \$10 trillion," (referring to the money Russians and Americans spent on an arms race that lasted more than four decades). "We only won when the Cold War ended."

"The country was being stifled by the lack of freedom. We were increasingly behind the West, which . . . was achieving a new technological era, a new kind of productivity. . . . And I was ashamed for my country – perhaps the country with the richest resources on Earth, and we couldn't provide toothpaste for our people."

"By the end of that first term, Reagan was the preeminent anti-communist. . . Many people in our country, and in your country, regarded him as the quintessential hawk."

"All that talk that somehow Reagan's arms race forced me to look for some arms reductions, etc., that's not serious. The Soviet Union could have withstood any arms race. The Soviet Union could have actually decided not to build more weapons, because the weapons we had were more than enough."

Document L: Experts of Joseph Nye article and role of Gorbachev in ending the Cold War

“Some of these events stemmed from Gorbachev's miscalculations. After all, he wanted to reform communism, not replace it. But his reforms snowballed into a revolution driven from below rather than controlled from above. In trying to repair communism, he punched a hole in it. Like a hole in a dam, once pent-up pressure began to escape, it widened the opening and tore apart the system.”

“Ultimately, the deepest causes of the Soviet collapse were the decline of communist ideology and economic failure. This would have happened even without Gorbachev. In the early Cold War, communism and the Soviet Union had considerable soft power. Many communists led the resistance against fascism in Europe and many people believed that communism was the wave of the future.”

“Economic globalization created turmoil throughout the world at the end of the 20th century, but the Western market economies were able to reallocate labour to services, restructure their heavy industries and switch to computers. The Soviet Union could not keep up.”

“According to one Soviet economist, by the late 1980s, only eight per cent of Soviet industry was globally competitive. It is difficult for a country to remain a superpower when the world doesn't want 92 per cent of what it produces.”

Written Document Analysis Worksheet

1.	TYPE OF DOCUMENT (Check one): <input type="radio"/> Newspaper <input type="radio"/> Map <input type="radio"/> Advertisement <input type="radio"/> Letter <input type="radio"/> Telegram <input type="radio"/> Congressional Record <input type="radio"/> Patent <input type="radio"/> Press Release <input type="radio"/> Census Report <input type="radio"/> Memorandum <input type="radio"/> Report <input type="radio"/> Other
2.	UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more): <input type="checkbox"/> Interesting Letterhead <input type="checkbox"/> Notations <input type="checkbox"/> Handwritten <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Typed <input type="checkbox"/> Other <input type="checkbox"/> Seals
3.	DATE(S) OF DOCUMENT:
4.	AUTHOR (OR CREATOR) OF THE DOCUMENT: POSITION (TITLE):
5.	FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?
6.	DOCUMENT INFORMATION (There are many possible ways to answer A-E.) A. List three things the author said that you think are important: B. Why do you think this document was written? C. What evidence in the document helps you know why it was written? Quote from the document. D. List two things the document tells you about life in the United States at the time it was written. E. Write a question to the author that is left unanswered by the document:

Analyzing A Map

Name _____

Hour _____ Date _____

1. What is the date of the map? _____

2. Who created the map? _____

3. Where was the map produced? _____

4. In your opinion, why was this map produced? _____

5. Offer evidence to support your view _____

6. List three important things learned by studying this map.

- _____
- _____
- _____

7. Check the physical qualities of the map.

Compass Handwritten Cartographer Notations Scale
 Date Title Legend (key) Other

8. What questions are left unanswered by the map? _____

Activity:

Design a map of your house, school or neighborhood. Use symbols to mark things that are necessary and/or special to you. Exchange maps. Complete the map analysis worksheet. Can you identify the creator of the map you analyzed?

Analyzing A Photograph

Name _____

Hour _____ Date _____

1. Study the photograph carefully. Fill in the boxes with appropriate information.

People

Objects

Activities

2. What is the subject of the photograph? _____

3. List three conclusions about the subject that you can make from studying the photograph.

- _____
- _____
- _____

4. What questions does this photograph raise in your mind? _____

5. Why is this photograph important to history? _____

6. Write your own caption for the photograph _____

7. How would you crop this photo to further bring out a main theme? _____

Activities:

1. Discuss various ways that the photograph could be used; (i.e. sell a product, promote an idea, sway public opinion).
2. Write a companion story, poem, diary entry, or song for the photograph.
3. If you could select 10 photographs to tell the story of the 20th century, which ones would you choose? Give a reason for your choices.
4. Describe three photographs from your personal collection that would tell a teen 100 years from now about your life.

AP U.S. History DBQ Scoring Guidelines Check List

The 8-9 essay:

- Contains a well-developed thesis that address the question.
- Presents an effective analysis of the question.
- Effectively uses a substantial number of documents.
- Supports thesis with substantial and relevant outside information.
- Is well-organized and has clear expression of ideas.
- May contain minor errors.

The 5-7 essay:

- Contains a thesis that addresses the question.
- Has limited analysis, is mostly descriptive.
- Uses some documents effectively.
- Supports the thesis with some outside information.
- Shows evidence of acceptable organization and writing; language errors do not interfere with comprehension of the essay.
- May contain errors that do not seriously detract from overall essay.

The 2-4 essay:

- Contains a limited, confused, and/or poorly developed thesis.
- Has little or no analysis of the question, explanation is general or simplistic.
- Quotes or briefly cites some documents.
- Contains little outside information that is generally inaccurate or irrelevant.
- Lack of organization and language errors interfere with comprehension of the essay.
- May contain major errors.

The 0-1 essay:

- Contains no thesis or a thesis which does not address the question.
- Exhibits inadequate or inaccurate understanding of the question.
- Contains little or no understanding of the documents or ignores them completely.
- Is so poorly organized or written that it inhibits understanding.
- Contains numerous errors, both major and minor.

The “-” essay:

- Is completely off topic or blank.

Conversion Table for Essay Letter Grades & Percentages – Each exam counts as 100 points, the DBQ represents 70 points of your this grade. The multiple choice section counts as 30 points.

9	=	A+	100%	70 points
8	=	A	95-99	67 - 69 points
7	=	A	90-94	63 – 66 points
6	=	B+	85-89	60 – 62 points
5	=	B	80-84	56 – 59 points
4	=	C+	75-79	53 – 55 points
3	=	C	70-74	49 – 52 points
2	=	D+	65-69	46 – 48 points
1	=	D/F	00-64	0 – 45 points