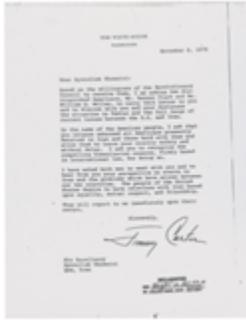


Foreign Relations of the United States during the Post WWII Era



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Advanced Placement
World History
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Release American hostages. In a letter from November 6, 1979, President Jimmy Carter informed Ayatollah Ruhollah Khomeini that he was sending two emissaries to Iran, Ramsey Clark and William G. Miller. They were to discuss "the situation in Tehran and the full range of current issues between the U.S. and Iran." The President also called for the release of all Americans held by Iranian authorities. What does this document convey about US-Iranian relations in 1979?

Learning Experience

This four-day workshop experience on utilizing the Library of Congress will have an immense impact on my classroom. A great deal of Advanced Placement World History depends on analyzing, categorizing, and interpreting primary documents. Although many documents can be found using Internet search, the Library of Congress on-line services provides a confined area and way more information about the document. It is also a good way for students to begin research. We can count on information to be reliable and accurate. I really appreciated the presentations of my colleagues. From that I have compile great ideas for many future lessons. This experience was very wise career investment.

Overview Back to Navigation Bar	
Objectives	Students will: <ul style="list-style-type: none"> Analyze letters to or from US Presidents after WWII Students will analyze post WWII cartoons Students will compose a CCOT Essay
Recommended time frame	Four 55 minute class periods
Grade level	11/12
Curriculum fit	Era 8-World History
Materials	-8 document packets for groups -Written Document analysis Worksheet -Cartoon Analysis Worksheet -World Regions Map -CCOT Organizer

Michigan State Learning Standards Back to Navigation Bar	
	Analyze the global reconfigurations and restructuring of political and economic relationships in the Post-World War II era. Benchmarks that will be assessed: 8.1 Origins of Cold War Conflicts, Ends of Cold War, Mapping the 20 th Century or... 8.2 The Legacy of Imperialism; Independence, decolonization, and democratic movements; Middle East.

Procedures Back to Navigation Bar	
	<p>DAY ONE</p> <ul style="list-style-type: none"> -Students are divided into to groups of 4-5 and each group will represent a particular world region -Analysis Worksheets are distributed and explained -Sample Worksheets are shown -Students work collaboratively to complete Worksheets -Students will use CCOT organizer to note changes or instances that remained constant or changed over time. <p>DAY TWO</p> <ul style="list-style-type: none"> -The teacher will explain the evaluation for this activity and explain the essay rubric. -Students work in groups to complete the evaluation CCOT essay. -Resources from yesterday will serve as a guide for research. -Each Student must search the Library of Congress or the National Archives to find one other document that relate to their own particular region. (Therefore, each group of five students will have at least 7 documents total. At least Two documents are given) <p>DAY THREE</p> <ul style="list-style-type: none"> -Students publish essays on large tag board paper <p>DAY FOUR</p>

-Peer evaluations

Evaluation

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Based on what they already know and the resources they have just analyzed students will explain how foreign relations have changed or remained consistent within a particular world region overtime.

-Asia (southwest, southeast, northern)

-Europe (eastern/western)

-Africa (northern, southern)

-South America

Students will discuss their predictions within the group then students will formulate a CCOT Essay and publish their essay for display on large sheets of poster paper.

Extension

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-Students evaluate other group's essays.

(HOMEWORK)

-Students write a letter to a world leader as if they are the President of the United States to the leader of another country regarding an issue. Student may select the time period, however issues must be real.

Historical Background

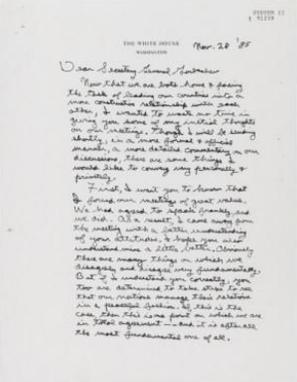
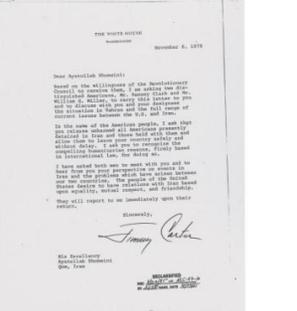
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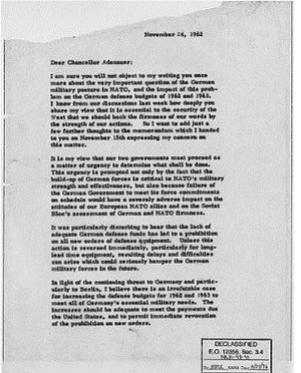
This activity is design to give student in Advanced Placement World History practice at writing the CCOT essay. This may or may not serve as an introductory exercise to Era 8 for World History. Students should have already studied Eras 1-7. The challenge of the CCOT essay is to get students to discover what things remained the same and what things changes in terms of culture, religion, geography, political structures, economic structures, etc. This activity should get students thinking about what things change or stay the same. By examining the documents, students should be able to make predictions, and then they can use the Library of Congress to conduct further research by finding similar documents. Students may also use other resources to conduct research.

**The documents below are from various world regions. The teacher will use his/her preference in deciding which documen to place in group packets.

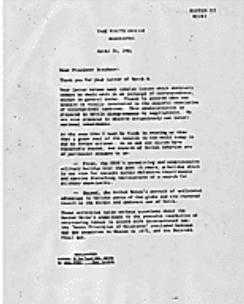
Primary Resources from the Library of Congress

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Images	Description	Citation	Pern url
	<p>Geneva, 1985 President Ronald Reagan handwrote this letter on November 28, 1985. In it, he expresses his desire for a more constructive relationship to Mikhail Gorbachev, General Secretary of the Central Committee of the Communist Party of the Soviet Union. The President had just met with Gorbachev in Geneva, Switzerland, on November 19.</p>	<p>National Archives Identifier: 198162 Creator(s): President (1981-1989 : Reagan). National Security Council. Executive Secretariat. (1981 - 1989) Handwritten draft by Ronald Reagan, re the aftermath of the 1985 Geneva Summit</p>	<p>http://research.archives.gov/description/198162</p>
	<p>Letter from Fidel Castro On November 6, 1940, Fidel Castro—then a teenager, now the President of Cuba—wrote a letter to President Franklin D. Roosevelt that included a request for a \$10 bill.</p>	<p>National Archives Identifier:302040 Creator(s):Department of State. U.S. Embassy, Cuba. (03/05/1923 - 01/1961) (Most Recent) From:File Unit : 1940 Correspondence, Part 12, 800-800.1 HMS Entry Number(s): UD 2357 Record Group 84: Records of the Foreign Service Posts of the Department of State, 1788 - ca. 1991</p>	<p>http://research.archives.gov/description/302040</p>
	<p>Release American hostages In a letter from November 6, 1979, President Jimmy Carter informed Ayatollah Ruhollah Khomeini that he was sending two emissaries to Iran, Ramsey Clark and William G. Miller. They were to discuss “the situation in Tehran and the full range of current issues between the U.S. and Iran.” The President also called for the release of all</p>	<p>National Archives Identifier:593939 Creator(s):President (1977-1981 : Carter). Office of the National Security Adviser. (01/1977 - 01/1981) (Most Recent) From:File Unit : Iran: 11/1-14/79 Collection JC-NSA: Records of the Office of the National Security Advisor (Carter Administration), 1977 - 1981</p>	<p>http://research.archives.gov/description/593939</p>

	Americans held by Iranian authorities.		
	Letter from President Kennedy to Chanellor Adenauer 11/24/1962	Collection JFK-POF: Papers of John F. Kennedy: President's Office Files National Archives Identifier: 193672 Letter from President John F. Kennedy to Chancellor Konrad Adenauer concerning NATO German defense budget. Document contains: 2 pages.	http://research.archives.gov/description/193672
	Letter from President John F. Kennedy to the President of the Senate Regarding the Peace Corps Bill 05/29/1961	Records of the U.S. Senate National Archives Identifier: 6016232 Document contains: 2 pages.	http://research.archives.gov/description/194100
	Russian cartoon showing U.S. Army General placing U.S. flags on NATO bases on map of Europe and the Middle East, while a tiny radio announcer in his holster holds a staff of wheat and says: "Peace, defense, destruction".	Reproduction Number: LC-USZ62-58990 (b&w film copy neg.)	http://www.loc.gov/pictures/item/2005693348/
	Political cartoon showing faceless Uncle Sam with luggage striding rapidly away from "Soviet China"	Reproduction Number: LC-USZ62-70164 (b&w film copy neg.)	http://www.loc.gov/pictures/item/2003653880/

	<p>Spring models of foreign policy -- take your choice</p>	<p>Call Number: CD 1 - Crockett, no. 113 (B size) <P&P> [P&P] Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA</p>	<p>http://www.loc.gov/pictures/item/acd1996002695/PP/</p>
	<p>Cartoon shows President Truman as a piano player in a nightclub, playing from upside down sheet music (labeled "Foreign Policy") and boasting, "Never had a lesson in my life!" Secretary of State Dean Acheson, as a waiter, apologizes to an angry customer, saying: "Don't shoot the professor--he's doing the best he can!" Alluding to Truman's lack of experience when he became president and his reputation as an amateur piano player, expresses general conservative disdain for the foreign policy of his administration.</p>	<p>Title: -- And it sounded like it Creator(s): Sweigert, Cloyd J., 1897-1973, artist</p>	<p>http://www.loc.gov/pictures/item/acd1996006201/PP/</p>
	<p>Cartoon shows former President Harry Truman and former Secretary of State Dean Acheson as tailors fitting Secretary of State Christian Herter for a suit. Acheson holds a pair of trousers that are patched at the knees with "foreign policy." Truman walks behind Herter holding up a patched jacket.</p>	<p>1959 Nov. 27 [publication date] 1 drawing on layered paper Mauldin, Bill, 1921- CD 1 - Mauldin, no. 1629 (B size) <P&P> [P&P] LC-DIG-ds-00455 (digital file from original)</p>	<p>http://www.loc.gov/pictures/item/acd1999001468/PP/</p>
	<p>Editorial cartoon shows in the foreground a woman talking to a faceless President Clinton who lost his own face due to excessive concern over not offending Chinese leadership; in the background a Chinese figure brandishing a rifle and bomb is standing on the bodies of</p>	<p>1997 May 8. 1 drawing Block, Herbert, 1909-2001 BLOCK, no. 13392 (BB size) [P&P] LC-DIG-ppmsca-22197 (digital file from original drawing)</p>	<p>http://www.loc.gov/pictures/item/2009632489/</p>

	<p>protesters, next to him are two signs "China" and "U.S.A.: shut up and mind your own business."</p>		
	<p>Letter from Ronald Reagan to Leonid Brezhnev (English version), 04/24/1981</p>	<p>National Archives Identifier:198142 Creator(s):President (1981-1989 : Reagan). National Security Council. Executive Secretariat. (1981 - 1989) (Most Recent) From:File Unit : ID #8190203, Head of State File, Executive Secretariat, NSC, ca. 03/06/1981 - 11/08/1988 Collection RR-EXSEC: Executive Secretariat, National Security Council: Records, 01/20/1981 - 01/20/1989</p>	<p>http://research.archives.gov/description/198142</p>
	<p>Russian Foreign Minister Andrei Gromyko presents a cigar with the face of Cuban dictator Fidel Castro to President Richard M. Nixon.</p>	<p>1974 Feb. 5 [publication date] 1 drawing Hill, Draper SWANN - no. 1095 (B size) [P&P] LC-USZ62-84110 (b&w film copy neg.)</p>	<p>http://www.loc.gov/pictures/item/2009616865/</p>

Rubric

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BASIC CORE Competence		EXPANDED CORE Excellence	
	Points		Points
1. Has acceptable thesis. (Addresses the global issues and the time period(s) specified.)	1	Expands beyond basic core of 1–7 points. The basic core score of 7 must be achieved before a student can earn expanded core points. Examples: <ul style="list-style-type: none"> • Has a clear, analytical, and comprehensive thesis. • Analyzes all issues of the question (as relevant): global context, chronology, causation, change, continuity, effects, content. • Provides ample historical evidence to substantiate thesis. • Provides links with relevant ideas, events, trends in an innovative way. 	0–2
2. Addresses all parts of the question, though not necessarily evenly or thoroughly. (Addresses most parts of the question: for example, addresses change but not continuity.)	2 (1)		
3. Substantiates thesis with appropriate historical evidence. (Partially substantiates thesis with appropriate historical evidence.)	2 (1)		
4. Uses relevant world historical context effectively to explain continuity and change over time.	1		
5. Analyzes the process of continuity and change over time. <i>why?</i>	1		
Subtotal	7	Subtotal	2
TOTAL 9			

Handouts

See next page

Written Document Analysis Worksheet

1.	TYPE OF DOCUMENT (Check one): <input type="radio"/> Newspaper <input type="radio"/> Letter <input type="radio"/> Patent <input type="radio"/> Memorandum <input type="radio"/> Map <input type="radio"/> Telegram <input type="radio"/> Press Release <input type="radio"/> Report <input type="radio"/> Advertisement <input type="radio"/> Congressional Record <input type="radio"/> Census Report <input type="radio"/> Other
2.	UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more): <input type="checkbox"/> Interesting Letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals <input type="checkbox"/> Notations <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Other
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:

Cartoon Analysis Worksheet

Level 1	
Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	<ol style="list-style-type: none">1. Identify the cartoon caption and/or title.2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.3. Record any important dates or numbers that appear in the cartoon.
Level 2	
Visuals	Words
<ol style="list-style-type: none">2. Which of the objects on your list are symbols?3. What do you think each symbol means?	<ol style="list-style-type: none">4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?5. List adjectives that describe the emotions portrayed in the cartoon.
Level 3	
<ol style="list-style-type: none">A. Describe the action taking place in the cartoon.B. Explain how the words in the cartoon clarify the symbols.C. Explain the message of the cartoon.D. What special interest groups would agree/disagree with the cartoon's message? Why?	