

Teacher's Guide



GEORGE SHULTZ **& the End of the** **COLD WAR**



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George Shultz & the End of the Cold War

Teacher's Guide

<u>Suggested Lesson Plan</u>	1
<u>Preview Questions</u>	2
<u>Key Terms</u>	3
<u>Viewing Guide</u>	5
<u>Viewing Guide Answer Key</u>	6
<u>Discussion Questions</u>	7
<u>Activity: Who Chooses? Who Benefits? Who Pays? What's Fair?</u>	8
<u>Comprehension Quiz</u>	9
<u>Quiz Answer Key</u>	11
<u>Enrichment and Integration Activities</u>	12
<u>Diplomacy Throughout the Cold War Lesson Plan</u>	14
<u>Tear Down This Wall Lesson Plan</u>	17

George Shultz & the End of the Cold War

Suggested Lesson Plan

These materials may be used in a variety of ways. For maximum benefit, we suggest the following lesson plan:

- As a class, discuss the [Preview Questions](#) and [Key Terms](#).
- Distribute copies of the [Viewing Guide](#) for students to use as a note-taking tool during the video.
- Play the video, pausing if needed to facilitate understanding and note-taking.
- Review and discuss the answers to the Viewing Guide using [Answer Key](#) as a guide.
- Use [Discussion Questions](#) to spark class discussion or assign these questions as homework.
- As a class or in small groups, complete the [Who Chooses](#) Activity.
- Replay the video as preparation for the Quiz.
- Administer and grade the [Quiz](#) using the [Answer Key](#) as a guide.
- Optional: Assign one or more [Enrichment Activities](#) as homework.

For a list of additional resources for use with this video, see www.izzit.org/products.

George Shultz & the End of the Cold War

Preview Questions

(These are meant to be read aloud by the teacher prior to viewing the video)

1. What is diplomacy and why is it important?
2. How does a nation practice diplomacy?
3. Should diplomacy always be a nation's first response to global issues? Why or why not?
4. How do the various branches of the government work together to implement a diplomatic strategy?

George Shultz & the End of the Cold War

Key Terms

Bolshevik - A far-left, revolutionary Marxist faction founded by Vladimir Lenin that split with the Mensheviks from the Marxist Russian Social Democratic Labour Party, a revolutionary socialist political party formed in 1898, at its Second Party Congress in 1903.

Cold War - The Cold War was a period of geopolitical tension between the United States and the Soviet Union and their respective allies, the Western Bloc and the Eastern Bloc.

Containment - Containment was a foreign policy strategy followed by the United States during the Cold War. First laid out by George F. Kennan in 1947, the policy stated that communism needed to be contained and isolated, or else it would spread to neighboring countries.

Détente - The relaxation of strained relations, especially political ones, through verbal communication.

Deterrence - Strategy aimed mainly at preventing aggression by the hostile Communist power centers — the USSR and its allies, Communist China and North Korea. In particular, the strategy was devised to prevent a nuclear attack by the USSR or China.

Diplomacy - Spoken or written communication by representatives of states intended to influence events in the international system.

Disarmament - Act of reducing, limiting, or abolishing weapons. Disarmament generally refers to a country's military or specific type of weaponry.

Geneva Summit - The **Geneva Summit** of 1985 was a Cold War-era meeting in Geneva, Switzerland. It was held on November 19 and 20, 1985, between U.S. President Ronald Reagan and Soviet General Secretary Mikhail Gorbachev. The two leaders met for the first time to hold talks on international diplomatic relations and the arms race.

Intermediate-Range Nuclear Forces (INF) Treaty - Banned all of the two nations' land-based ballistic missiles, cruise missiles, and missile launchers with ranges of 500–1,000 kilometers (310–620 mi) (short medium-range) and 1,000–5,500 km (620–3,420 mi) (intermediate-range).

Iron Curtain - The political boundary dividing Europe into two separate areas from the end of World War II in 1945 until the end of the Cold War in 1991.

Ruble - The ruble (or rouble) is the currency of the Russian Federation.

Standard of living - The level of income, comforts, and services available, generally applied to a society or location rather than to an individual.

State Department - Executive department of the U.S. federal government responsible for the country's foreign policy and relations.

Strategic Defense Initiative - A proposed missile defense system intended to protect the United States from attack by ballistic strategic nuclear weapons. The nickname for the program was "Star Wars."

Superpower - A state or supranational union that holds a dominant position characterized by the ability to exert influence or project power on a global scale.

George Shultz & the End of the Cold War

Viewing Guide

Student Name: _____

1. World War II comes to an end and the world enters the Atomic Age after _____ and _____ are hit with nuclear bombs.
2. Russian expansionism in _____ and America's policy of _____ pit the world's two dominant superpowers against one another.
3. George Shultz majored in _____ at Princeton.
4. President Ronald Reagan asked Shultz to serve as the _____ in his administration.
5. _____ became the young, energetic leader of the Soviet Union.
6. Over _____ Americans would have been killed in a full nuclear exchange with the Soviet Union.
7. _____ is the coin of the realm.
8. Reagan and the Americans first meet with the Soviets in _____.
9. Shultz often said that one must take the time to _____ and understand the other side.
10. The Soviets wanted to constrain the _____ at Reykjavik.
11. Gorbachev was terrified of SDI because he had no _____ to match a buildup of a new weapons system.
12. _____ and _____ would become the essential component for disarmament.
13. According to Gorbachev, the Cold War ended at _____.
14. In 1987, Reagan and Gorbachev signed the historic _____.
15. George Shultz advocated for the _____ of diplomacy until his death.

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Viewing Guide Answer Key

1. Hiroshima and Nagasaki
2. Eastern Europe and Containment
3. Economics
4. Secretary of State
5. Mikhail Gorbachev
6. 150 million
7. Trust
8. Geneva
9. Listen
10. Strategic Defense Initiative
11. Economy
12. Trust and Respect
13. Reykjavik
14. INF Treaty
15. Moral High Ground

George Shultz & the End of the Cold War

Discussion Questions

1. Why did the Cold War begin? Do you think it was a guaranteed thing? Explain.
2. Why did the United States seek to contain Communism?
3. Do you think Shultz's experience in the private sector influenced his government ideology when dealing with the Soviets? Why/Why not?
4. How did George Shultz's diplomatic approach contribute to the end of the Cold War, and what were the key factors that enabled him to achieve this outcome?
5. Why was Gorbachev such a change of leadership for the Soviet Union? How does being younger give a different perspective? Explain.
6. In what ways did George Shultz's emphasis on building personal relationships with foreign leaders reflect his belief in the importance of trust and mutual respect in diplomacy, and what lessons can be drawn from these efforts for contemporary foreign policy challenges?
7. Why is meeting a fellow leader of a nation both important and risky? Explain.
8. What made the Strategic Defense Initiative such a threat to the Soviets?
9. Why do you think the United States and Soviet Union signed the INF? Explain.
10. Why was it so important for the United States to oppose communism throughout the Cold War? Explain.
11. What does "moral high ground" mean to you? Do you think the United States can still claim that today? Explain.
12. What does diplomacy look like in the modern day? How has it changed? How has it remained the same? Explain.

George Shultz & the End of the Cold War

Activity: Who Chooses? Who Benefits? Who Pays? What's Fair?

The four questions above can be a useful tool for evaluating any policy or system. Posing the questions is a great way to stimulate critical thinking. As a class, or in small groups, discuss the following:

(For each question, think broadly about all the possible people or groups of people who may be affected, and remember there may be non-monetary costs and benefits.)

1. Who decides how diplomacy works in a country? Why is this important?
2. Who benefits from good diplomatic relationships and processes? What happens if diplomacy fails? Why?
3. What is the cost of diplomacy? Explain. (Don't forget to consider the cost of failed diplomacy.)
4. Should the United States have the same kind of diplomatic relationships with all countries? Why/Why not? What determines "fairness" in international relationships? Should fairness even be a consideration? Explain.

George Shultz & the End of the Cold War

Comprehension Quiz

Name _____

1. Which two issues most contributed to the Cold War?
 - a. Nuclear weapons and African colonization
 - b. Russian expansionism and American containment
 - c. Space race and the Strategic Defense Initiative
 - d. The United Nations and the creation of NATO

2. Détente can best be described as _____.
 - a. Easing of tensions and peaceful coexistence between adversarial nations.
 - b. Increasing economic and military competition in order between nations.
 - c. The use of espionage to gain the upper hand in the diplomatic process.
 - d. A pursuit of mutually assured destruction to maintain the status quo.

3. George Shultz served as the Secretary of which Executive Department in the Reagan administration?
 - a. Defense
 - b. Justice
 - c. Commerce
 - d. State

4. It was estimated that approximately _____ Americans would die in a full-out nuclear war with the Soviet Union.
 - a. 50 million
 - b. 100 million
 - c. 150 million
 - d. 200 million

5. _____ became the new, younger leader of the Soviet Union that President Reagan would negotiate with the most.
 - a. Andropov
 - b. Brezhnev
 - c. Putin
 - d. Gorbachev

6. The Americans and Russians first met face to face in which city?
 - a. Geneva
 - b. Moscow
 - c. Washington D.C.
 - d. Berlin

7. The main goal of diplomacy at the end of the Cold War was which of the following?
 - a. Find peaceful resolution to various disagreements and avoid war.
 - b. Achieve the upper hand and maintain a position of power and strength.
 - c. Compromise national values in order to maintain peace at any price.
 - d. Enrich politicians at the expense of common citizens on both sides.

8. The primary point of disagreement at Reykjavik was America's unwillingness to abandon which of the following?
 - a. Any and all nuclear weapons
 - b. The Strategic Defense Initiative
 - c. NATO
 - d. Berlin

9. Which of the following was a great achievement of American diplomacy between Reagan and Gorbachev?
 - a. Full nuclear disarmament by both sides by 1990
 - b. Complete Soviet evacuation of Afghanistan in 1988
 - c. The INF Treaty which reduced nuclear weapons
 - d. A cooperative manned mission to the moon

10. Which of the following values would be most important to George Shultz's brand of diplomacy?
 - a. Strength
 - b. Power
 - c. Trust
 - d. Subterfuge

George Shultz & the End of the Cold War

Quiz Answer Key

1. B
2. A
3. D
4. C
5. D
6. A
7. A
8. B
9. C
10. C

George Shultz & the End of the Cold War

Enrichment and Integration Activities

Research Projects: Work independently or in small groups. Choose one or more of the topics below to learn more about. Gather information from multiple sources to help answer the questions. Create a report that includes both written and visual elements such as pictures, charts, and graphs. Be sure to cite your sources. Share your findings with the class in a presentation.

A. George Shultz worked tirelessly to help bring lasting peace between two nuclear superpowers and rid the world of nuclear weapons. In the video, Shultz mentions four specific areas of difference/ disagreement with the Soviets:

- 1) Arms Control
- 2) Human Rights
- 3) Regional Issues
- 4) Bilateral Problems

Have students work in small groups and research each of the four topics and why they were issues of the day. Students should identify the issue, relevant disagreements between the two sides, and any solutions that came about as part of the diplomatic process. Students can then present their findings to the class.

B. Students work in small groups to consider the question, “How does diplomacy work in the modern era?” Students will research similar modern-day diplomatic issues around the world such as relationships between the U.S. and China, the U.S., and Russia, the American role in negotiating issues in the Russo-Ukraine conflict, etc. Students should compare and contrast their modern topic to George Shultz’s work in the 1980s. Each group shares what they learned with a presentation of their choice.

C. Have each student role play as a journalist that gets to ask both Ronald Reagan and Mikhail Gorbachev questions regarding their negotiations and the diplomatic process between the two superpowers. Each student should write five questions and research the answers to their questions based on actual interviews and speeches. Students can then write a news article detailing the quotes with commentary on the historical events.

George Shultz & the End of the Cold War

Diplomacy Throughout the Cold War

- Lesson Plan

<p>Time to Complete:</p> <p>Materials/ Technology/ Resources:</p>	<p>Time to complete the lesson: Will vary, depending on the desired duration</p> <ul style="list-style-type: none"> * The George Shultz & the End of the Cold War video (can be streamed from izzit.org with no login required.) * Presentation Method (smartboard, projector, etc.) * Viewing Guide * Computers / Phones / Device with internet connection * Poster board / butcher paper / loose-leaf sheets
<p>Standards:</p>	<p>Use our free and easy-to-use Standard Alignment tool to align this lesson with the standards in your school district.</p>
<p>Learning Objectives:</p>	<p>Students will be able to discuss, using evidence from documentary sources, how historical context, global events, and politics impacted American diplomacy throughout the Cold War.</p> <p>Students will research and learn how American diplomacy and foreign policy evolved over time and how the men who held positions of power shaped those policies.</p> <p>Students will read historical documents, using strategies of sourcing, contextualization, careful reading, and corroboration to evaluate the <i>events of the past</i>.</p>
<p>Topics:</p>	<p>Cold War, Government, Politics, Foreign Policy, International Relationships</p>
<p>Absorb: (11:08 minutes)</p>	<p>Summarize the Cold War for students as an ideological confrontation spanning both decades and the globe. Explain that multiple presidents employed a variety of strategies to accomplish various goals and that those goals changed over time.</p> <p>Ask the students to evaluate the following questions:</p> <ol style="list-style-type: none"> 1. What is diplomacy and what is its purpose? 2. How has the U.S. used diplomacy abroad? 3. How has diplomacy evolved over time? <p><u>Watch:</u></p> <p>George Shultz & the End of the Cold War video streamed from izzit.org with no login required.</p>

Overall guiding question(s):	What is diplomacy? Why is it used? How successful has diplomacy been to the United States?
Lesson Procedures: (50 Minutes)	<ol style="list-style-type: none"> 1. In small groups, students brainstorm the specific goals of diplomacy and/or outcomes. They record their ideas on a large piece of butcher paper. 2. Ask the students to share their work with the class and add to their own thinking as others present their answers. 3. ACTIVITY: <ol style="list-style-type: none"> a. Divide your class into four groups and assign / let them choose one of the following Secretaries of State: <ol style="list-style-type: none"> i. Dean Acheson (1949 – 1953) ii. John Foster Dulles (1953 – 1959) iii. Dean Rusk (1961 – 1969) iv. Henry Kissinger (1973 – 1977) b. Each group will research their respective Secretary and highlight both diplomatic successes and failures that occurred during their tenure and then analyze how those events compare to George Shultz and the content of the video. c. Guiding questions for research: <ol style="list-style-type: none"> i. What diplomatic challenges existed for each Secretary of State? ii. What overall strategy was used to approach those challenges? iii. How successful was each strategy? <p>At the end of the activity, have each group present their research/ findings to the class as part of a Cold War history of foreign policy study.</p>
Summary & Assessment: (15 Minutes)	<p>Assessment is based on the group work and the reflection of what students learned as a result of their experiences interacting with others.</p> <p>Bring students back together to discuss their findings. Discussions could include various historical events and American responses to said events, specific policy failures / successes and their impact on American and world history, or current event equivalents.</p>
Reflection: (5 minutes)	<p>Select a current event, either from izzit.org or a news site, regarding diplomacy. Topics to focus on include Sino-American affairs, Russo-Ukraine Conflict, American-Afghanistan withdrawal, etc. Discuss the article (or video, text, visual, etc.). How is diplomacy used in the modern day? How has it changed since George Shultz and the end of the Cold War?</p>

George Shultz & the End of the Cold War

Tear Down This Wall - Lesson Plan

Time to Complete:	Time to complete the lesson: Will vary, depending on the desired duration
Materials/Technology/Resources:	<ul style="list-style-type: none">* The George Shultz & the End of the Cold War video (can be streamed from izzit.org with no login required.)* Presentation Method (smartboard, projector, etc.)* Transcript of Reagan's Remarks On East-West Relations at the Brandenburg Gate in West Berlin speech June 12, 1987. <p>*https://www.reaganfoundation.org/media/128814/brandenburg.pdf</p>
Additional Video:	Watch Life Behind the Berlin Wall video at izzit.org .
Standards:	Use our free and easy-to-use Standard Alignment tool to align this lesson with the standards in your school district.
Learning Objectives:	<p><i>Students will be able to discuss, using evidence from primary sources, specifically President Reagan's own words, how the President put diplomatic strategies into effect.</i></p> <p><i>Students will read documents historically, using strategies of sourcing, contextualization, careful reading, and corroboration to derive real-world, modern meaning.</i></p>
Topics:	Cold War, Government, Politics, Foreign Policy, International Relationships
Absorb: (11:08 minutes)	<p>Write the following questions on the board.</p> <ul style="list-style-type: none">- What is Reagan's purpose in giving this speech?- What is the historical context for this speech?- Who is the intended audience for Reagan's speech? <p>Have the students work in small groups to answer these questions. Each group then presents their initial discussion. Write the key points on the board under each question.</p>

Overall guiding question(s):	<p>How does a president implement diplomatic strategy?</p> <p>What does diplomacy look like in action?</p> <p>What risks are inherent with any diplomatic strategy?</p>
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Lesson Procedures: (30+ Minutes)	<p>Briefly explain to students the historical context of the Brandenburg Gate and the history of the Berlin Wall. Ensure students understand the presidential history, specifically of speaking at the Brandenburg Gate, JFK etc.</p> <p>Ask the students to evaluate the following questions:</p> <ul style="list-style-type: none"> • What core issues divide the U.S. and Soviet Union? • How has the U.S. approached these challenges in the past? • What makes Reagan's speech a departure from past policy? • How do you think George Shultz influenced the contents of Reagan's message? • What new challenges oppose U.S. interests in the world today? <p><u>Watch:</u> George Shultz & the End of the Cold War video streamed from izzit.org with no login required.</p> <p>After watching the video, students should read and annotate a copy of Reagan's speech. Annotations should include examples of diplomatic messaging, challenges faced by the U.S., and potential solutions.</p> <p>After reading the speech and watching the video, have students work with a partner to compare the speech to the video and highlight any similarities or differences noted within the ideals of both. Students should then look up online media reactions to both Reagan's speech and the Reykjavik meeting.</p> <p>Students should be asking themselves the following questions:</p> <ul style="list-style-type: none"> • How did Reagan and Shultz utilize diplomacy? • How successful was Reagan's message in Berlin? How did it support or contradict his message to Gorbachev in Reykjavik? • Did Reagan's address accelerate or stall efforts for détente and peace? <p>Students will prepare their evidence on the following questions above and write their answers, with evidence, to be turned in.</p>
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Summary & Assessment:	<p>Students will prepare their evidence on the following questions above, their news sources and Reagan's speech itself in order to write their answers, with evidence, to be turned in at a date determined by the teacher.</p>
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Reflection: (5 minutes)	<p>Students will complete a 5-minute free write answering the question: Provide an example of diplomacy in the modern era and evaluate how that strategy is working. Has it changed from the Cold War? Is it the same? What led to the continuation or change? This is their exit ticket.</p>
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