

What led to the downfall of communist power in Europe?

Content	<p>This instructional task engages students in content related to the following grade-level expectations:</p> <ul style="list-style-type: none"> • WH.1.1¹ Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> ○ conducting historical research ○ evaluating a broad variety of primary and secondary sources ○ comparing and contrasting varied points of view ○ determining the meaning of words and phrases from historical texts ○ using technology to research, produce, or publish a written product • WH.7.1 Summarize the origins of the Cold War, including the major differences in the political ideologies and values of the Western democracies versus the Soviet Bloc • WH.7.2 Describe the causes and effects of the Cold War crises and military conflicts on the world • WH.7.4 Analyze the role of the United Nations, NATO, and other international organizations in the contemporary world
Claims	<p>In this instructional task, students develop and express claims through discussions and writing which examine tensions during the Cold War and actions taken as a result.</p>
Unit Connection	<p>This instructional task helps students explore and develop claims around the content from unit 6:</p> <ul style="list-style-type: none"> • What were the political, economic, religious, social, and intellectual causes of the Cold War? (WH.7.1) • How did Cold War crises and military tensions impact the world? (WH.7.2) • What is the role of NATO, the United Nations, and other international organizations in the contemporary world? (WH.7.4)

	Formative Performance Task 1	Formative Performance Task 2	Formative Performance Task 3	Formative Performance Task 4
Supporting Questions	What are the major divisions in ideologies?	What was the significance of Cold War alliances?	What precautions did countries take during the Cold War?	How did Communism lose power in Europe?
Tasks	Students will contrast perspectives of communist power.	Students will explore the impact of alliances on the Cold War.	Students will examine military build up due to Cold War tensions.	Students will analyze the impact of Eastern Europe's revolutions.
Featured Sources	<p>Source A: Clips from Winston Churchill's Iron Curtain Speech, C-SPAN</p> <p>Source B: Joseph Stalin's Reply to Churchill, 1946, Modern History Sourcebook</p> <p>Source C: Excerpts from History of the Wall, BerlinWall.com</p>	<p>Source D: North Atlantic Treaty (Article 5), NATO</p> <p>Source E: The Warsaw Pact (Article 4), Modern History Sourcebook</p> <p>Source F: NATO and Warsaw Pact Countries, Facts on File</p>	<p>Source G: Excerpts from Assessing the NATO/Warsaw Pact Military Balance, Congressional Budget Office, Congress of the United States</p>	<p>Source H: Pushing Back the Iron Curtain, BBC</p>

Summative Performance Task	Using the sources and your knowledge of world history, write an essay based on the following question: What led to the downfall of communist power in Europe?
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¹ This GLE contains multiple parts, which should be taught over the course of several units in World History. The GLE requires students to “produce clear and coherent writing for a range of tasks, purposes, and audiences.” The parts of this GLE addressed in the task are the second, third, and fourth bullets.

Formative Performance Task 1

Supporting Question	What are the major divisions in ideologies?
Task	Students will contrast perspectives of communist power.
Featured Sources	Source A: Clips from Winston Churchill's Iron Curtain Speech , C-SPAN Source B: Joseph Stalin's Reply to Churchill, 1946 , Modern History Sourcebook Source C: Excerpts from History of the Wall , BerlinWall.com
Content and Claims	This formative performance task requires students to interpret Churchill's concerns about Soviet Russia's plans for the future and how the Berlin Wall came to symbolize those concerns. (WH.7.1)

Featured Sources

Source A: [Clips from Winston Churchill's Iron Curtain Speech](#), C-SPAN

Source B: [Joseph Stalin's Reply to Churchill, 1946](#), Modern History Sourcebook

Source C: Excerpts from [History of the Wall](#), BerlinWall.com

Steps

1. Display the essential question: "What led to the downfall of Communist power in Europe?" on chart paper or the board so that students can see the question they are working towards and continue to revisit it.
2. Play Source A: Iron Curtain Speech.
3. As students listen, direct them to take notes on the graphic organizer on page 4. Encourage students to analyze both what is being said and how Churchill's message is conveyed. Have students note language choices in how the speakers make their points and include direct quotations that illustrate those language choices.
4. Have students work in small groups to read Source B: Reply to Churchill, 1946.
5. Instruct students to add to their organizer as they read Stalin's response. Encourage students to look for the speaker's main message as well as his tactics for persuading his audience.
6. Have students work in groups to discuss the different opinions regarding the spread of communism. Possible guiding questions:
 - a. What is the main argument of each leader?
 - b. What tactics are used by each man to persuade his audience?
 - c. What are some examples of their methods of persuasion?
 - d. What does Churchill mean when he says "iron curtain"?
1. Have students explore Source C: History of the Wall ("One August Morning..." and "Germany Becomes a Divided Nation.")
2. Conduct a whole-class discussion in which students explore the information about the Berlin Wall. Possible guiding questions:
 - a. By whom and for what purpose was the Berlin Wall constructed?

- b. Why was Germany being divided?
- c. Why was the Berlin Wall symbolic of the Cold War?
- d. What points in the two speeches are illustrated by the creation of the Berlin Wall?

Differing Perspectives: Communism

	Churchill	Stalin
Main Idea		
Language Choices		

Student Look-Fors

1. In both their annotations and in discussion, students should address the key points of each source. A sample completed graphic organizer is included below.
2. Students should recognize that the Berlin Wall was built by the Soviet Union in an effort to keep residents of East Berlin from leaving the city.
3. Students should demonstrate an understanding that Germany was divided up as a result of WWII.
4. Students should recognize that since the Berlin Wall was a physical division of a once united country, it became symbolic of the division between Eastern and Western ideologies.

Differing Perspectives: Communism

	Churchill	Stalin
Main Idea	The Soviet Union is a threat because they want to spread Communism.	The Western countries are a threat because they want to control the world.
Language Choices	<p>Dark language is used to show people a threat posed by Communism:</p> <ul style="list-style-type: none"> • “A shadow has fallen upon the scenes so lately lighted...” • “...an iron curtain has descended across the continent” • “...but now war can find any nation, wherever it may dwell...” • Message of hope: • “...establishment of conditions of freedom and democracy as rapidly as possible in all countries.” 	<p>Stalin uses a comparison to Hitler to show that Western countries are actually the threat:</p> <ul style="list-style-type: none"> • “In this respect, one is reminded remarkably of Hitler and his friends.” • Encouraging the common people: • “But these people are not so simpleminded as it might appear at first sight. Common people, too, have their opinions and their own politics. And they know how to stand up for themselves.” • “It is they, millions of common people, who isolated reactionaries in Europe, collaborators with fascism, and gave preference to Left democratic parties.”

Formative Performance Task 2

Supporting Question	What was the significance of Cold War alliances?
Task	Students will explore the impact of alliances on the Cold War.
Featured Source	Source D: North Atlantic Treaty (Article 5) , NATO Source E: The Warsaw Pact (Article 4) , Modern History Sourcebook Source F: NATO and Warsaw Pact Countries , Facts on File
Content and Claims	This formative performance task requires students to examine the alliances that developed during the Cold War. (WH.7.4)

Featured Source

Source D: [North Atlantic Treaty \(Article 5\)](#), NATO

Source E: [The Warsaw Pact \(Article 4\)](#), Modern History Sourcebook

Source F: [NATO and Warsaw Pact Countries](#), Facts on File

Steps

1. Ask students to read Source D: North Atlantic Treaty (Article 5) and Source E: The Warsaw Pact (Article 4).
2. As students read, direct them to record information on the purpose of each treaty in the first row of the graphic organizer provided on page 7.
3. Provide students with access to Source F: NATO and Warsaw Pact Countries. Remind students that this map is only looking at Europe, but the United States and Canada are also a part of NATO.
4. Have students work with a partner to examine the map and determine which countries were associated with each alliance.
5. Have students add this information to the second row of their graphic organizer. Explain to students that the remainder of the graphic organizer will be completed in the next formative task.
6. Conduct a class discussion on the treaties and their necessity. Possible guiding questions:
 - a. Which countries were associated with each of the alliances?
 - b. What were the main goals established by each of these treaties?
 - c. Why did these countries feel these treaties were necessary?
 - d. Are any of the alliances surprising to you based on previous interactions between countries?
 - e. What is the significance of these alliances?

Comparing Alliances: NATO and Warsaw Pact

	North Atlantic Treaty Organization	Warsaw Pact
Purpose of the Treaty		
Countries in Alliance		
Advantages		
Disadvantages		

Student Look-Fors

1. Students should recognize that the purpose of each alliance treaty was the same and identify which countries were included in each alliance. A sample completed graphic organizer is included below.

Comparing Alliances: NATO and Warsaw Pact

	North Atlantic Treaty Organization	Warsaw Pact
Purpose of the Treaty	<ul style="list-style-type: none"> • If someone were to attack any of the countries included in the alliance, it would be considered an attack against all allies. • All allies would take any actions necessary to keep the security of the North Atlantic area intact. 	<ul style="list-style-type: none"> • If someone were to attack any of the countries included in the alliance, it would be considered an attack against all allies. • All allies would take any actions necessary, including the use of armed force, for the purpose of restoring peace and security.
Countries in Alliance	<ul style="list-style-type: none"> • United Kingdom • France • Denmark • Iceland • Italy • Norway • Portugal • Belgium 	<ul style="list-style-type: none"> • Netherlands • Luxembourg • Greece • Turkey • West Germany • United States • Canada
Advantages		
Disadvantages		

Formative Performance Task 3

Supporting Question	What precautions did countries take as a result of Cold War tensions?
Task	Students will examine military build up due to Cold War tensions.
Featured Sources	Source G: Excerpts from Assessing the NATO/Warsaw Pact Military Balance , Congressional Budget Office, Congress of the United States
Content and Claims	This formative performance task requires students to analyze how countries built up their military stores as a result of escalating Cold War tensions. (WH.7.2.)

Featured Sources

Source G: Excerpts from [Assessing the NATO/Warsaw Pact Military Balance](#), Congressional Budget Office, Congress of the United States

BASIC NATO/WARSAW PACT RESOURCES, CALENDAR YEAR 1977

Resources	NATO		PACT	
	U.S.	Other	USSR	Other
Population (millions) a/ Totals	<u>217</u>	<u>(+) 346</u>	<u>258</u>	<u>(+) 108</u>
	563		366	
Gross National Product (dollars in billions) b/ Totals	<u>1,692</u>	<u>(+) 1,762</u>	<u>922</u>	<u>(+) 316</u>
	3,354		1,238	
Military Manpower (thousands) c/ Totals	<u>2,088</u>	<u>(+) 2,734</u>	<u>3,675-4,425</u>	<u>(+) 1,077</u>
	4,822		4,752-5,502	
Ground Forces Manpower (thousands) d/ Totals	<u>920</u>	<u>(+) 1,858</u>	<u>1,837</u>	<u>(+) 797</u>
	2,778		2,634	

Figure 2.
 Numbers of Major Ships in 1976, by Type
 --NATO/Warsaw Pact Forces

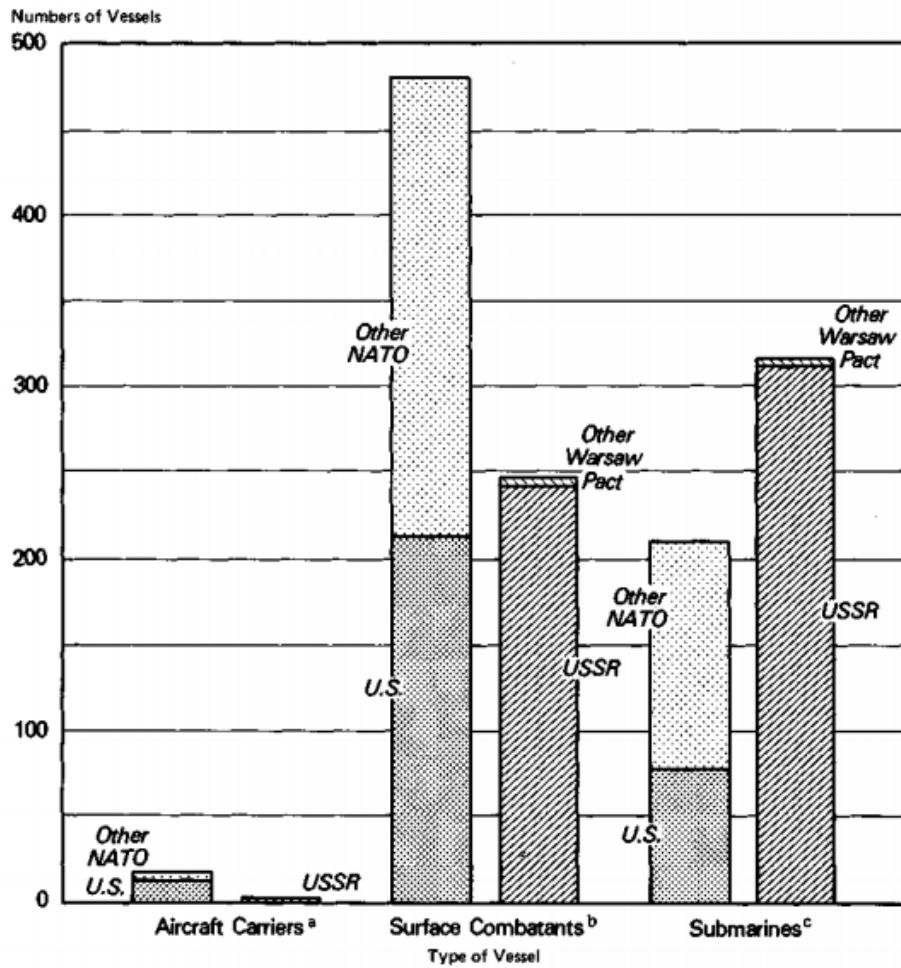


TABLE 8. ILLUSTRATIVE NATO/WARSAW PACT BALANCE COMPARISONS:
CENTRAL FRONT AIR FORCES ^{a/}

PESSIMISTIC VIEWS								
<u>Rationale</u>								
Data refer to aircraft in Central Europe on argument that this is best comparative basis; excludes French, U.S. carrier-based and U.S. dual-based aircraft.	<table border="1"> <thead> <tr> <th colspan="2" style="text-align: center;"><u>Combat Aircraft</u></th> </tr> <tr> <th style="text-align: center;">NATO</th> <th style="text-align: center;">Pact</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1,810</td> <td style="text-align: center;">2,500</td> </tr> </tbody> </table>		<u>Combat Aircraft</u>		NATO	Pact	1,810	2,500
<u>Combat Aircraft</u>								
NATO	Pact							
1,810	2,500							
Generally does not seek additional comparative measures.								
OPTIMISTIC VIEWS								
<u>Rationale</u>								
<table border="1"> <thead> <tr> <th colspan="2" style="text-align: center;"><u>Combat Aircraft</u></th> </tr> <tr> <th style="text-align: center;">NATO</th> <th style="text-align: center;">Pact</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3,462</td> <td style="text-align: center;">3,680</td> </tr> </tbody> </table>		<u>Combat Aircraft</u>		NATO	Pact	3,462	3,680	Data refer to resources that can supplement aircraft already in place. Includes U.S. dual-based and French aircraft and naval air from two carrier wings, plus some rapid deploying reserves.
<u>Combat Aircraft</u>								
NATO	Pact							
3,462	3,680							
<table border="1"> <thead> <tr> <th colspan="2" style="text-align: center;"><u>NATO/Pact Ratio of Bomb Tonnage Drop Capability at Equidistances</u></th> </tr> <tr> <th style="text-align: center;">100 nm.</th> <th style="text-align: center;">200 nm.</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3:1</td> <td style="text-align: center;">7:1</td> </tr> </tbody> </table>		<u>NATO/Pact Ratio of Bomb Tonnage Drop Capability at Equidistances</u>		100 nm.	200 nm.	3:1	7:1	Accounts for variation in aircraft capabilities and missions and allows easier integration to ground force balance.
<u>NATO/Pact Ratio of Bomb Tonnage Drop Capability at Equidistances</u>								
100 nm.	200 nm.							
3:1	7:1							

Steps

1. Provide students with access to Source G: Assessing the NATO/Warsaw Pact Military Balance.
2. Have students examine the following sections of the document:
 - a. Chart on Page 10: Basic NATO/Warsaw Pact Resources, Calendar Year 1977
 - b. Figure 2 on Page 32: Numbers of Major Ships in 1976, by Type - NATO/Warsaw Pact Forces
 - c. Table 8 on Pages 54-55: Table 8. Illustrative NATO/Warsaw Pact Balance Comparisons: Central Front Air Forces
3. As students examine the data, have them record information as to advantages and disadvantages for each alliance in rows 3 and 4 of the graphic organizer.
4. Conduct a class discussion on the treaties and their necessity. Possible guiding questions:
 - a. Why would a country conduct extensive research such as that in this document?
 - b. What do the numbers in the data represent?
 - c. Why are some data shown as both optimistic and pessimistic views?
 - d. What are some of the advantages and disadvantages of each alliance?

Student Look-Fors

1. In this formative performance task, students should be able to recognize why nations felt it necessary to keep track of the other nations' resources during the Cold War. A sample completed graphic organizer is included below.

Comparing Alliances: NATO and Warsaw Pact

	North Atlantic Treaty Organization	Warsaw Pact
Purpose of the Treaty	<ul style="list-style-type: none"> • If someone were to attack any of the countries included in the alliance, it would be considered an attack against all allies. • All allies would take any actions necessary to keep the security of the North Atlantic area intact. 	<ul style="list-style-type: none"> • If someone were to attack any of the countries included in the alliance, it would be considered an attack against all allies. • All allies would take any actions necessary, including the use of armed force, for the purpose of restoring peace and security.
Countries in Alliance	<ul style="list-style-type: none"> • United Kingdom • France • Denmark • Iceland • Italy • Norway • Portugal • Belgium 	<ul style="list-style-type: none"> • Netherlands • Luxembourg • Greece • Turkey • West Germany • United States • Canada
Advantages	<ul style="list-style-type: none"> • Greater gross national product • Ground forces are spread throughout the NATO countries – easier to mobilize in the event of an attack • Greater number of surface combatants and aircraft carriers • Similar numbers of aircraft; however, they are spread out which may make it easier to put them to use quickly 	<ul style="list-style-type: none"> • USSR has the largest number of military manpower and ground forces than any other single country • USSR (Warsaw) has many more submarines than NATO countries • Warsaw has many more tanks than NATO countries
Disadvantages	<ul style="list-style-type: none"> • Smaller number of military troops and ground forces • Significantly fewer submarines – could be difficult in battle in the Atlantic 	<ul style="list-style-type: none"> • Less gross national product (not as much wealth) • Ground forces are concentrated – mostly in USSR

Formative Performance Task 4

Supporting Question	How did Communism lose power in Europe?
Task	Students will analyze the impact of Eastern Europe's revolutions.
Featured Source	Source H: Pushing Back the Iron Curtain , BBC
Content and Claims	This formative performance task requires students to explore events in Eastern European countries to see the progression of the revolutionary movement. (WH.7.2)

Featured Source

Source H: [Pushing Back the Iron Curtain](#), BBC

Steps

1. Provide students with access to the Source E: Pushing Back the Iron Curtain.
2. Direct students to click on the map to explore each of the locations behind the “iron curtain.” Have students click “More” for each event on the timelines to access additional information about the events. Encourage students to toggle between the different countries to look for connections between the events occurring in different countries.
3. Have students record their findings about each location on a graphic organizer as they explore the site. A sample graphic organizer is included below.
4. Once students have completed their exploration of the site, have them write a summary that compares and contrasts the revolutions that emerged in each country.
5. Conduct a class discussion about the series of revolutions. Possible guiding questions:
 - a. Which of the revolutions was most intense?
 - b. Which of the revolutions was least intense?
 - c. Why did some revolutions play out on a smaller scale than others?
 - d. Which of the revolutions had the largest impact?
 - e. What is ironic about the revolutions in regards to the military alliances and buildups that had been going on?

Graphic Organizer: Revolutions in Eastern Europe

Location	Key Events	Significance of the Events
East Germany		
Poland		
Czechoslovakia		
Hungary		
Romania		

Student Look-Fors

1. Student responses should demonstrate an understanding of the origins, growth, and spread of the revolutions in each location. A sample of a completed graphic organizer is included below.
2. Students’ responses reflect accurate information and make a connection to the bigger movement towards democracy in Eastern Europe.
3. Students’ responses should indicate an understanding of how events in some countries were connected to the spread of revolutionary thinking in other countries.

Graphic Organizer: Revolutions in Eastern Europe

Location	Key Events	Significance of the Events
East Germany	<ul style="list-style-type: none"> • Public demonstrations against the Communist regime. • Honecker ordered secret police to open fire on the protestors; local leaders refused and Honecker was replaced with Krenz who promised “change and renewal.” • Protests grew demanding free elections, free travel, and freedom. • Krenz made small changes, but people weren’t satisfied. Gorbachev advised him to open the borders. • Although exit visas were to be allowed the next morning, thousands of people made their way into West Germany overnight. 	Although there were small efforts to reform, people held tightly to their desire for a democracy and freedom. Because people continued their protests, they weakened the power of the Communist regime.
Poland	<ul style="list-style-type: none"> • Polish workers, displeased with the Communist system (prices were going up, but wages weren’t), began a revolution by organizing strikes. • Strikes drove the government to significantly reduce food costs and made it clear that they would have to negotiate with Solidarity. • Elections for the first time in 75 years in USSR supported Solidarity • Despite having little money to campaign, Solidarity wins the election; changed its name to the Citizens’ Parliamentary Club (OKP). • Concerned that too much change too fast would be bad for the country • Mazowiecki is named the first non-Communist prime minister in Eastern Europe in nearly 40 years 	Having Solidarity to organize the efforts and using strikes in factories rather than just public protests seem to have made a difference in actually being able to see change happen.
Czechoslovakia	<ul style="list-style-type: none"> • 4000 protestors were arrested and beaten; videos of this “massacre” caused opposition to grow rapidly • 2-hour strike throughout nation (gained workers’ support) halted the country • They wanted mostly Communist party members on the board, so the Civic Forum rejected it. • They demand a new coalition and the resignation of President Husak (and got it!). 	The “Velvet Revolution” lasted only 24 days. Since the organizers learned from other countries, they were able to call for a nation-wide 2-hour strike that basically crippled the country and forced Communist leaders to give in to their demands.

	<ul style="list-style-type: none"> • Held free elections as the start of a new Czech government. 	
Hungary	<ul style="list-style-type: none"> • Most reform-minded country, so their revolution isn't as dramatic. • They began market reforms and held multiparty elections – huge steps toward reform. • Gorbachev's speech to the UN promises "freedom of choice" and removal of Soviet troops. • Allowed for freedom of association and assembly which encouraged new political parties. • Hungarian soldiers started to pull down the barbed wire along the Austrian border; thousands of E. Germans cut through to W. Germany. (violated treaty but USSR didn't intervene) • Communist Party drops Leninism and adopts the name Hungarian Socialist Party; country is renamed Republic of Hungary. 	<p>Being focused on reform and attempting small changes led to bigger shifts over time. Moving towards a market economy, having free elections, and removing Soviet troops were all major victories in the move to democracy and freedom for citizens.</p>
Romania	<ul style="list-style-type: none"> • Romania had the most notorious and violent dictatorship in Eastern Europe (Ceausescu). • Minister Tokes was told to leave his church for making critical comments, he refused and his parishioners held vigil to keep him from being evicted, forces were sent in but didn't attack, Ceausescu demanded that demonstrators be removed, and troops opened fire. • Inflated counts of those killed flamed support and led to a general strike. • Ceausescu went on national tv to threaten bloody retribution; this only encouraged protestors; police opened fire on the demonstrators. • Ceausescu called for a televised assembly of his supporters, but they did the opposite: raised their fists, booed, and called him a dictator. TV went black for 2 minutes. • Fighting broke out in the streets and word came that the defense minister killed himself, but many suspected that Ceausescu had him killed. • Ceausescu and his wife fled in a helicopter, but the pilot landed early so they could be captured. They were tried, found guilty of genocide, and put to death. Romanians danced in the streets and pictures of their dead bodies were shown around the world. 	<p>A communist government tried to maintain control by force in a time where the other countries of Eastern Europe are turning towards a more democratic approach. Forcing the old ideas onto the population using violence led to unnecessary innocent deaths and, ultimately, their own demise.</p>

Summative Performance Task

Compelling Question	What led to the downfall of communist power in Europe?
Task	Using the sources and your knowledge of world history, write an essay based on the following question: What led to the downfall of communist power in Europe?

Teacher Overview

In this summative performance task, students are asked to write a response to the compelling question using evidence from the sources they explored throughout the four formative performance tasks.

Students gained knowledge on differing perspectives of communism, the treaties that formed major alliances, advantages and disadvantages of each alliance, and the revolutions that brought down communist power in Europe. Students also practiced skills in examining different perspectives and evaluating data, such as determining which alliance had the greater benefits based on their resources.

Student Prompt

Using the sources and your knowledge of world history, write an essay based on the following question: What led to the downfall of Communist power in Europe?

Student Look-Fors

1. An exemplar response may include but is not limited to:
 - a. Students should be able to explain how the views of the Eastern and Western ideologies were expressed by Churchill and Stalin and how their views represented a bigger tension felt across many nations. As a result of escalating tensions, nations formed alliances which pledged support (including military support) to allies in the event of an attack.
 - b. In an effort to keep the upper hand in case of an attack, nations built up their militaries based on intelligence they discovered about other countries. Despite all of the military buildup, it was uprisings in various Eastern European nations that ultimately brought about the downfall of Communism in Europe.
 - c. Common people, dissatisfied with the state of things in their countries, protested against the Communist regime. In doing such things as strikes, the countries' economies were crippled, making negotiations and reform efforts unavoidable.
2. A strong response:
 - a. References documents appropriately.
 - i. Both the Eastern and Western ideologies considered the other to be a threat if they gained too much power. (Source A and Source B)

- ii. The Berlin Wall became a physical manifestation of the division between Eastern and Western beliefs. (Source C)
 - iii. Cold War alliances (both NATO and Warsaw Pact) were established to provide support to allies if they came under attack. (Source D and E)
 - iv. The Berlin Wall, built to separate East and West Germany, also made a clear East versus West division for all of Europe. (Source F)
 - v. Nations felt it necessary to keep tabs on other countries in an effort to assess the threat against both themselves and their allies. Most data reflected advantages and disadvantages for both alliances. (Source G)
- b. Applies the provided evidence and provides additional information outside of the provided sources.
- i. Basic differences between Communist countries and the governments and economic systems of the western countries.
 - ii. How tensions and military build-up increased over time as a result of Cold War events (i.e. Cuban Missile Crisis, Vietnam War, Star Wars, etc.)