The Origins of the Cold War

Who was to blame, and why do you believe this to be true?

Unit (5 day) Lesson Plan
8th grade Social Studies

Submitted by: Jacqueline Setton
History 579
Gilder Lehrman Institute of American History
The Origins of the Cold War

Class: 8th grade U.S. History
Unit: The Cold War
Teacher: Jackie Setton

Objectives – Skills and Content

Students will be able to:

Analyze and synthesize how and why tensions between the United States and the Soviet Union following World War II led to an American foreign policy of containment and a Soviet foreign policy of expansion, by reading and analyzing primary source documents and completing an essay on the topic of, who was ultimately responsible?

This lesson will consist of 3 components.

1. Acquisition of Cold War information using secondary sources, a timeline and a map, and/or a Prezi presentation - 2 days
2. Acquisition of specific points of view using primary source documents – 2 days
3. Analyzing and synthesizing of information, creating an argumentative essay, describing who was responsible for the Cold War and why do you believe this to be true? using an essay format - 1 day

Standards

Arizona State Standards:

Strand 1 American History, Concept 9 Postwar United States
PO1: Describe the following origins of the Cold War
  a: western fear of communist expansion
  b: Soviet fear of capitalist influences

Arizona Common Core Standards:

6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.
6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
Materials:

- Audio of who was to blame? (Optional)
  - [http://downloads.bbc.co.uk/schools/gcsebitesize/audio/history/i5_the_start_of_the_cold_war.mp3](http://downloads.bbc.co.uk/schools/gcsebitesize/audio/history/i5_the_start_of_the_cold_war.mp3)
- Powerpoint of key vocabulary, Prezi, Textbook
- Blank map of Europe after World War II
- Timeline
- Primary Source Documents
  - The Long Telegram – Kennan – 02/22/1946
  - Churchill’s Iron Curtain Speech – Churchill – 03/05/1946
  - Stalin’s Reply to Churchill’s Speech – Stalin – 03/14/1946
  - An Appeal for Peace – Wallace - 09/12/1946
- Jigsaw graphic organizer
- Creating the Argument graphic organizer
- Essay graphic organizer
- Essay rubric

Duration: 5 day lesson unit.

Application

Who was to blame for the start of the Cold War and why do you believe this to be true?

We will be spending 2 days going over the acquisition of knowledge for the origins of the Cold War. You will then be given two class days read and analyze four primary source documents, and one day to prepare a written essay defending your position on who was to blame for the start of the Cold War. You may decide that the US, USSR, or both the US and USSR were to blame for the start of the Cold War. You will read through accompanying documents to supplement your background knowledge to come up with a position on this question. You will then be creating an argumentative essay. You must structure your written report on a clear thesis statement, providing your position and two to three reasons for that position. You must provide support for your two to three reasons using background knowledge and material from the sources. You must cite each of the sources in your presentation. Your essay will provide a detailed description of the two to three reasons given in your thesis statement and end with a strong conclusion.

QUESTIONS FOR DISCUSSION

1. What were the post-war goals of the United States and Soviet Union?
2. Was post-war conflict between the United States and Soviet Union inevitable?
3. What was the underlying source of international tension--an aggressive and uncompromising Soviet Union, an overwhelmingly strong and inflexible America, neither, or both?
Anticipatory Set

The detonation of the atomic bomb and the end of World War II led to several disagreements between Truman, Churchill and Stalin, the three wartime Allies. It led to a shift in American attitudes toward the Soviet Union and would forever change the postwar world.

In your groups of four (predetermined), create a KWL chart, documenting what you know about the Cold War and what you want to know about the Cold War.

The teacher will give enough time for students to create and fill out chart, after which a chart will be put on the board, calling on each group to offer up suggestions, and create a class discussion about their previous knowledge.

Teacher will guide the discussion to the series of events following World War II, the tensions and fears that have been developing, and key vocabulary.

Input

Teacher to provide context of Cold War, and definitions using powerpoint for key vocabulary. Students to take notes.

- Potsdam
- United Nations
- The Truman Doctrine
- The Marshall Plan
- The Cold War
- Containment
- Iron Curtain
- Communism vs. Capitalism
- NATO and the Warsaw Pact

Modeling

Students are to read the corresponding chapter and section in their textbook, taking Cornell style notes, and defining key vocabulary in their notebooks.

Teacher to model the first portion on the board for all to see, students continue working on their own.

Alternate plan to show Prezi – Origins of the Cold War and have students take notes.

https://prezi.com/juqc8ywa1grg/copy-of-origins-of-the-cold-war-ch-26/

Checking for Understanding

Teacher has students pair-share definitions with each other, taking turns paraphrasing the vocabulary from the text. Teacher works the room making sure students have grasp of correct definitions.

Guided Practice

Teacher to work the room, making sure students are on task, understanding what they are reading, and clarifying any misunderstandings.
Closure
Teacher to preface tomorrow’s lesson by explaining that students are going to be reading the primary source documents that correspond to the origins of the Cold War and that the students are going to debate the issue of whether the United States, the Soviet Union, or both were to blame for the Cold War.

Independent Practice
Students are to summarize an exit ticket:
What were three major events in the Cold War between the United States and the Soviet Union from 1945-1950?

Modifications for learning needs
Have handouts of vocabulary and notes to be distributed during lecture.

Extra Tasks for Early Finishers
Students can begin to read the primary source documents.
Anticipatory Set
Today we will be placing the Cold War onto a map and onto a timeline.

Input
Teacher to place map of Europe after World War II on overhead. Students will have a blank map to fill out.

Have students use a map from their text book to label a map of Europe after WWII. Ask students to label the countries on the map and to color code those countries belonging to NATO and the Warsaw Pact. Make sure to include a key on the front of the map. Have students use a red pen or marker to draw in the Iron Curtain on their map.

Modeling
Teacher to model the first location of German, Great Britain and Russia on the board for all to see, students continue working on their own.

Checking for Understanding
Teacher works the room making sure students are labeling the map correctly, placing a key on the map, and color coding appropriately.

Guided Practice
Students are marking maps, and then creating a timeline for the Cold War, 1945-1950.

Closure
Teacher to preface tomorrow’s lesson by explaining that students are going to be reading the primary source documents that correspond to the origins of the Cold War and that the students are going to debate the issue of whether the United States, the Soviet Union, or both were to blame for the Cold War.

Independent Practice
Students are to summarize an exit ticket:

What is the difference between communism and capitalism?

Modifications for learning needs
Have students who complete early assist those that are not.

Extra Tasks for Early Finishers
Students can begin to read the primary source documents.
Anticipatory Set
Who was to blame for the Cold War? Now that you have your background knowledge of the beginnings of the Cold War, who do you think was to blame? Today we are going to start reading a number of primary source documents, analyze their content, and complete graphic organizers for each describing their meanings.

- Interesting audio of who was to blame for the cold war? http://downloads.bbc.co.uk/schools/gcsebitesize/audio/history/i5_the_start_of_the_cold_war.mp3

Input
Teacher to provide copies of
- Primary Source Documents
  - The Long Telegram – Kennan – 02/22/1946
  - Churchill’s Iron Curtain Speech – Churchill – 03/05/1946
  - Stalin’s Reply to Churchill’s Speech – Stalin – 03/14/1946
  - An Appeal for Peace – Wallace - 09/12/1946
- Jigsaw graphic organizer
- Creating the Argument graphic organizer (Day 4)
- Essay graphic organizer (Day 4)
- Essay rubric (Day 4)

Modeling
Read Aloud: Students will participate in a “shared read.” As the teacher reads out loud the entire text of the Long Telegram, students will follow along and familiarize themselves with different aspects of the text.

Read Alone: On their own, students will re read The Long Telegram. They can annotate the text by underlining words they find essential to the text and circling words they do not know the meaning of. Students will be given a graphic organizer to complete, along with teacher as she models with using the Jigsaw graphic organizer.

Teacher to model the first portion on the board for all to see, students continue working on their own.

Checking for Understanding
Teacher asks for responses and fills out graphic organizer on board for all to share.

Guided Practice
Teacher has students work in groups of 4 to jigsaw read and annotate document in graphic organizer the remaining 3 articles. Once each group is complete, the students will return to their main groups and share with their team what they have learned from each of the documents. Students will document what they have learned in their jigsaw graphic organizers.
Teacher to work the room, making sure students are on task, understanding what they are reading, and clarifying any misunderstandings by asking guided questions with regards to each document.

**Closure**
Teacher to preface tomorrow’s lesson by explaining that students will have time to complete the 3 documents tomorrow in class.

**Independent Practice**
Students are to summarize an exit ticket:
So far, who do you think is to blame for the Cold War?

**Modifications for learning needs**
Students can listen to audio versions of documents or shortened versions.

**Extra Tasks for Early Finishers**
Students can be given additional primary sources to read and analyze.
Anticipatory Set

Who was to blame for the Cold War? Now that you have your background knowledge of the beginnings of the Cold War, who do you think is to blame? Today we are going to continue to read a number of primary source documents, analyze their content, and complete graphic organizers for each describing their meanings.

Input

Teacher to provide copies of

- Primary Source Documents
  - The Long Telegram – Kennan – 02/22/1946
  - Churchill’s Iron Curtain Speech – Churchill – 03/05/1946
  - Stalin’s Reply to Churchill’s Speech – Stalin – 03/14/1946
  - An Appeal for Peace – Wallace - 09/12/1946
- Jigsaw graphic organizer
- Creating the Argument graphic organizer (Day 4)

Modeling

After each group has completed the graphic organizer for each of the four primary source documents, the teacher will hand out the Creating the Argument graphic organizer. Teacher will model how to fill out the first portion, using and citing evidence from the primary source document The Long Telegram.

Checking for Understanding

Teacher asks for responses and questions from students to ensure everyone knows what to do next.

Guided Practice

Students will complete the Creating an Argument graphic organizer using all four primary source documents. Upon completion, students can share their arguments with their groups.

Closure

Teacher to preface tomorrow’s lesson by explaining that students will be writing their persuasive essay tomorrow.

Independent Practice

Students are to summarize an exit ticket:

So far, now, who do you think is to blame for the Cold War?

Modifications for learning needs

Students can listen to audio versions of documents or shortened versions.

Extra Tasks for Early Finishers

Students can be given additional primary sources to read and analyze.
Day 5

**Anticipatory Set**
Now that you have read and analyzed your documents, it is time to synthesize the information into an essay. Your question is, who do you think was responsible for the start of the Cold War and why? You may decide that the US, USSR, or both the US and USSR were to blame, but you will need to provide and cite evidence for whatever you choose.

**Input**
Teacher to provide copies of
- Essay graphic organizer
- Essay rubric

**Modeling**
Teacher will go over the Essay graphic organizer and the essay rubric making sure that the objectives are clear and that the students have everything they need in order to complete the essay.

**Checking for Understanding**
Teacher asks for responses and questions from students to ensure everyone knows what to do next.

**Guided Practice**
Students will complete the Essay graphic Organizer, and then write their essay.

**Closure**
Teacher to do an informal student survey as to who was to blame.

**Independent Practice**
Anyone not finished essay can take it home over the weekend to complete.

**Modifications for learning needs**
Essay length can be modified, number of documents can be modified.

**Extra Tasks for Early Finishers**
Students can be given additional primary sources to read and analyze.
Guided Readings: Origins of the Cold War

READING 1

**The Long Telegram – Kennan – 02/22/1946**


[The] USSR still lives in antagonistic `capitalist encirclement' with which in the long run there can be no permanent peaceful coexistence . . . .

At bottom of Kremlin's neurotic view of world affairs is traditional and instinctive Russian sense of insecurity. Originally, this was insecurity of a peaceful agricultural people trying to live on vast exposed plain in neighborhood of fierce nomadic peoples. To this was added, as Russia came into contact with economically advanced West, fear of more competent, more powerful, more highly organized societies in that area. But this latter type of insecurity was one which afflicted rather Russian rulers than Russian people; for Russian rulers have invariably sensed that their rule was . . . unable to stand comparison or contact with political systems of Western countries.

It was no coincidence that Marxism . . . caught hold and blazed for first time in Russia. Only in this land which had never known a friendly neighbor or indeed any tolerant equilibrium of separate powers, either internal or international, could a doctrine thrive which viewed economic conflicts of society as insoluble by peaceful means . . . .

On [an] unofficial plane particularly violent efforts will be made to weaken power and influence of Western Powers of [on] colonial backward, or dependent peoples. On this level, no holds will be barred . . . .

In summary, we have here a political force committed fanatically to the belief that with U.S. there can be no permanent modus vivendi, that it is desirable and necessary that the internal
harmony of our society be disrupted, our traditional way of life be destroyed, the international authority of our state be broken . . . .

We must formulate and put forward for other nations a much more positive and constructive picture of [the] sort of world we would like to see than we have put forward in past. It is not enough to urge people to develop political processes similar to our own. Many foreign peoples, in Europe at least, are tired and frightened by experiences of past, and are less interested in abstract freedom than in security. They are seeking guidance rather than responsibilities. We should be better able than Russians to give them this. And unless we do, Russians certainly will.

Discussion Questions
1) According to Kennan, what were the main reasons for the Soviets' "neurotic view of world affairs?"

2) What did Kennan believe were the main international goals of the Soviet Union?

3) According to Kennan, what were the prospects that the United States and other western nations would be able to meet Soviet challenges? What policies should they adopt or actions should they take?
A shadow has fallen upon the scenes so lately lighted by the Allied victory. Nobody knows what Soviet Russia and its Communist international organization intends to do in the immediate future, or what are the limits, if any, to their expansive and proselytizing tendencies. I have a strong admiration and regard for the valiant Russian people and for my wartime comrade, Marshal Stalin. There is deep sympathy and goodwill in Britain – and I doubt not here also – towards the peoples of all the Russias and a resolve to persevere through many differences and rebuffs in establishing lasting friendships. We understand the Russian need to be secure on her western frontiers by the removal of all possibility of German aggression....I am sure you would wish me to state the facts as I see them to you, to place before you certain facts...

From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia, all these famous cities and the populations around them lie in what I must call the Soviet sphere, and all are subject in one form or another, not only to Soviet influence but to a very high and, in many cases, increasing measure of control from Moscow. Athens alone – Greece with its immortal glories – is free to decide its future at an election under British, American and French observation. The Russian-dominated Polish Government has been encouraged to make enormous and wrongful inroads upon Germany, and mass expulsions of millions of Germans on a scale grievous and undreamed-of are now taking place. The Communist parties, which were very
small in all these Eastern States of Europe, have been raised to pre-eminence and power far beyond their numbers and are seeking everywhere to obtain totalitarian control. Police governments are prevailing in nearly every case, and so far, except in Czechoslovakia, there is no true democracy.

Turkey and Persia are both profoundly alarmed and disturbed at the claims which are being made upon them and at the pressure being exerted by the Moscow Government...

I do not believe that Soviet Russia desires war. What they desire is the fruits of war and the indefinite expansion of their power and doctrines...Our difficulties and dangers will not be removed by closing our eyes to them They will not be removed by mere waiting to see what happens; not will they be removed by a policy of appeasement...

From what I have seen of our Russian friends and Allies during the war, I am convinced that there is nothing they admire so much as strength, and there is nothing for which they have less respect than for weakness, especially military weakness. For that reason the old doctrine of a balance of power is unsound...

Last time I saw it all coming and cried aloud to my own fellow-countrymen...but no one paid any attention. Up till the year 1933 or even 1935, Germany might have been saved from the awful fate which has overtaken her and we might all have been spared the miseries Hitler let loose upon mankind. ...It [WW II] could have been prevented...without the firing of a single shot...but no one would listen and one by one we were all sucked into the awful whirlpool. We...must not let that happen again...

**Discussion Questions**

Churchill refers to “an iron curtain” that “has descended across the continent.”

1. What do you think he means by this phrase?

2. What is the fifth column, and why is Churchill so worried about it?
Guided Readings: Origins of the Cold War

READING 3

**Stalin’s Reply to Churchill’s Speech – Stalin – 03/14/1946**

http://caho-test.cc.columbia.edu/ps/10099.html

Q. How do you assess the last speech of Mr. Churchill which was made in the United States? . . . Can one consider that the speech of Mr. Churchill is damaging to the cause of peace and security?

A. [Stalin says] Undoubtedly, yes. In substance, Mr. Churchill now stands in the position of a firebrand of war. And Mr. Churchill is not alone here. He has friends not only in England but also in the United States of America.

In this respect, one is reminded remarkably of Hitler and his friends. Hitler began to set war loose by announcing his racial theory, declaring that only people speaking the German language represent a fully valuable nation. Mr. Churchill begins to set war loose also by a racial theory, maintaining that only nations speaking the English language are fully valuable nations, called upon to decide the destinies of the entire world . . . .

In substance, Mr. Churchill and his friends in England and the United States present nations not speaking the English language with something like an ultimatum: "Recognize our lordship voluntarily and then all will be well. In the contrary case, war is inevitable." . . . There is no doubt that the setup of Mr. Churchill is a setup for war, a call to war with the Soviet Union . . .

Q. How do you assess that part of Mr. Churchill’s speech in which he attacks the democratic regime of the European countries which are our neighbors and in which he criticizes the good neighborly relations established between these countries and the Soviet Union?
A. [Stalin says] . . . Mr. Churchill maintains that Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia, all these famous cities and the populations of those areas, are within the Soviet sphere and are all subjected to Soviet influence and to the increasing control of Moscow . . . . To begin with, it is quite absurd to speak of the exclusive control of the USSR in Vienna and Berlin, where there are Allied control councils with representatives of four states, where the USSR has only one-fourth of the voices.

Secondly, one cannot forget the following fact: the Germans carried out an invasion of the USSR through Finland, Poland, Rumania, Bulgaria and Hungary. The Germans were able to carry out the invasion through these countries by reason of the fact that these countries had governments inimical to the Soviet Union.

As a result of the German invasion, the Soviet Union has irrevocably lost in battles with the Germans, and also during the German occupation and through the expulsion of Soviet citizens to German slave labor camps, about seven million people. In other words, the Soviet Union has lost in men several times more than Britain and the United States together. One cannot forget the following fact: the Germans carried out an invasion of the U.S.S.R. through Finland, Poland, Rumania, Bulgaria, and Hungary....One can ask, therefore, what can be surprising in the fact that the Soviet Union, in a desire to ensure its security for the future, tries to achieve that these countries should have governments whose relations to the Soviet Union are loyal?

Discussion Questions

1. Does Joseph Stalin believe that Churchill's message is significant?

2. How does Joseph Stalin explain Soviet actions in Europe up to this point?
To achieve lasting peace, we must study in detail just how the Russian character was formed—by invasions of Tartars, Mongols, Germans, Poles, Swedes, and French; by the czarist rule based on ignorance, fear and force; by the intervention of the British, French and Americans in Russian affairs from 1919 to 1921; by the geography of the huge Russian land mass situated strategically between Europe and Asia; and by the vitality derived from the rich Russian soil and the strenuous Russian climate. Add to all this the tremendous emotional power which Marxism and Leninism gives to the Russian leaders—and then we can realize that we are reckoning with a force which cannot be handled successfully by a "Get tough with Russia" policy. "Getting tough" never bought anything real and lasting—whether for schoolyard bullies or businessmen or world powers. The tougher we get, the tougher the Russians will get.

The real peace treaty we now need is between the United States and Russia. On our part, we should recognize that we have no mare business in the political affairs of Eastern Europe than Russia has in the political affairs of Latin America, Western Europe and the United States. We may not like what Russia does in Eastern Europe. Her type of land reform, industrial expropriation, and suppression of basic liberties offends the great majority of the people of the United States. But whether we like it or not the Russians will try to socialize their sphere of influence just as we try to democratize our sphere of influence. This applies also to Germany and Japan. We are striving to democratize Japan and our area of control in Germany, while Russia strives to socialize eastern Germany.
Russian ideas of social-economic justice are going to govern nearly a third of the world. Our ideas of free enterprise democracy will govern much of the rest. The two ideas will endeavor to prove which can deliver the most satisfaction to the common man in their respective areas of political dominance. But by mutual agreement, this competition should be put on a friendly basis and the Russians should stop conniving against us in certain areas of the world just as we should stop scheming against them in other parts of the world. Let the results of the two systems speak for themselves.

Under friendly peaceful competition the Russian world and the American world will gradually become more alike. The Russians will be forced to grant more and more of the personal freedoms; and we shall become more and more absorbed with the problems of social-economic justice.

Russia must be convinced that we are not planning for war against her and we must be certain that Russia is not carrying on territorial expansion or world domination through native communists faithfully following every twist and turn in the Moscow party line. But in this competition, we must insist on an open door for trade throughout the world. There will always be an ideological conflict—but that is no reason why diplomats cannot work out a basis for both systems to live safely in the world side by side.

**Discussion Questions**

1. What is Wallace’s main argument?
The Origins of the Cold War

Reading 1 - **The Long Telegram – Kennan – 02/22/1946**

<table>
<thead>
<tr>
<th>The Author’s View</th>
<th>Evidence</th>
<th>Your View</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the perspective on the origins of the Cold War?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Jigsaw: 1) Read your assigned section. 2) Discuss with your numbered group. 3) Then go back and share with your original group. 4) Take notes on what they share Reading 2 - **Churchill’s Iron Curtain Speech – Churchill – 03/05/1946**

<table>
<thead>
<tr>
<th>The Author’s View</th>
<th>Evidence</th>
<th>Your View</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is this perspective on the origins of the Cold War?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name _________________________________ Date _______________ Period _________

Jigsaw: 1) Read your assigned section. 2) Discuss with your numbered group. 3) Then go back and share with your original group. 4) Take notes on what they share

Reading 3 - **Stalin’s Reply to Churchill’s Speech – Stalin – 03/14/1946**

<table>
<thead>
<tr>
<th>What is this perspective on the origins of the Cold War?</th>
<th>The Author’s View</th>
<th>Evidence</th>
<th>Your View</th>
</tr>
</thead>
</table>


What is this perspective on the origins of the Cold War?

<table>
<thead>
<tr>
<th>The Author’s View</th>
<th>Evidence</th>
<th>Your View</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Creating the Argument

Who is to blame for starting the Cold War and why do you believe this to be true?

There is no known reason(s) for why the Cold War started, but there are different interpretations as to who is to blame. Using evidence from the four primary source documents you have read and reviewed with your group, place textual evidence under each of the 3 columns.

<table>
<thead>
<tr>
<th>The Traditionalists</th>
<th>The Revisionists</th>
<th>The Post-Revisionists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blamed the Soviet Union.</td>
<td>America was engaged in a war to keep countries open to capitalism and American trade. The USA wanted to control and influence her sphere of influence but she wouldn't allow the USSR to do the same for her sphere of influence.</td>
<td>The Cold War was the result of misunderstandings on both sides, and the failure to appreciate each other's fears. The Cold War was seen to be an inevitable war that was beyond the control of the two.</td>
</tr>
<tr>
<td>The Soviet attempt to impose its communist ideology on the rest of the world led the U.S. to intervene to contain communism. Stalin had desired to dominate the world under Communism. His takeover of Eastern Europe was seen to be his first step towards this.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Compare your evidence with your group. Discuss the options for each.
Who is to blame for the Cold War and why do you believe this to be true?

Intro: MUST include SPECIFIC argument: (Be specific, be decisive) This should clearly lay out where your essay is going.

At least 3 paragraphs, with evidence to back up argument: (Use your graphic organizers—be specific!)

1. STATEMENT:
   EVIDENCE:

   Explanation: How does this prove your argument?

2. STATEMENT:
   EVIDENCE:

   Explanation: How does this prove your argument?

3. STATEMENT:
   EVIDENCE:

   Explanation: How does this prove your argument?

Counterargument (optional): (And after the counterargument, don’t forget to include why your argument is stronger)

Conclusion: (Restate argument, sum up, and look ahead)
CHECKLIST FOR YOUR ANSWER:

___Does your argument give a clear, decisive answer to the question above?

___Did your argument completely answer all parts of the question?

___Does the evidence you’ve included specifically and strongly connect to your answer and back it up?

___Have you fully explained HOW the evidence given helps support your answer?

**Scoring Rubric**

<table>
<thead>
<tr>
<th>Research Paper</th>
<th>4-Highly Competent</th>
<th>3-Competent</th>
<th>2-Minimally Competent</th>
<th>1-Not Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis Argument</strong></td>
<td>The thesis is clearly conceptualized, defined, and supported by concrete examples throughout the paper</td>
<td>Clear focus and consistent statement of argument</td>
<td>Thesis is evident but confused</td>
<td>The paper lacks a coherent thesis or is poorly developed</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>The paper is well structured and persuasive in the statement of its thesis, with an introduction and conclusion</td>
<td>Logically organized</td>
<td>Organization lacks coherence</td>
<td>Poorly organized</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Demonstrates depth of understanding of the topic, presents supporting arguments clearly and analytically, and provides excellent documentation</td>
<td>Demonstrates knowledge of the topic and provides supporting evidence and adequate detail</td>
<td>Presents undeveloped ideas</td>
<td>Lacks idea development and includes irrelevant information</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>Written in an appropriately formal tone without slang. Language is precise and sentence structure varied</td>
<td>Effective Use of Language</td>
<td>Simplistic sentence structure and imprecise use of language</td>
<td>Incorrect sentence structure and use of slang, jargon, or inappropriate language</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>The mechanics of the paper are correct. It is well written with no grammar or punctuation errors, and little or no use of the passive voice</td>
<td>Few errors</td>
<td>Errors are present that interfere with the presentation of ideas and arguments</td>
<td>Excessive errors in grammar and punctuation.</td>
</tr>
</tbody>
</table>
The Origins of the Cold War Timeline
Europe After World War Two (1945) (Unlabeled)

Note: Boundaries were constantly changing and are approximate for this year.

Courtesy: Arizona Geographic Alliance
School of Geographical Sciences and Urban Planning
Arizona State University
Cartographer Becky L. Eden
http://geoalliance.asu.edu/azga
EU_AfterWW2_Unlabeled.PDF.10