Step-by-Step Instruction

NGSS

- SS.912.W.8.1 Identify the United States and Soviet aligned states of Europe
- SS.912.W.8.2 Describe characteristics of the early Cold War
- SS.912.W.8.4 Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East
- LA.910.1.6.1 The student will use new vocabulary that is introduced and taught directly

Prepare to Read

Build Background Knowledge

Ask students to recall some of the conflicts that remained at the end of World War II. Ask them to predict ways that the Soviet Union and United States might clash in the postwar years.

Set a Purpose

- WITNESS HISTORY Read the selection.
  Ask According to Churchill, who controls the states of Central and Eastern Europe? (the Soviet Union, whose capital is Moscow)
- Focus Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 1 Assessment answers.)
- Preview Have students preview the Section Objectives and the list of Terms, People, and Places.
- Reading Skill Have students use the Reading Strategies: Summarize worksheet.

Note Taking

Have students read the Guided Questioning strategy (TE, p. T20). As they read, have students fill in the chart showing the consequences of the Cold War.

Focus Question What were the military and political consequences of the Cold War in the Soviet Union, Europe, and the United States?

The Cold War Unfolds

After World War II devastated Europe and Japan, two great powers remained: the United States and the Soviet Union. These two nations were known as superpowers, or nations stronger than other powerful nations. The Cold War between these superpowers cast a shadow over the world for more than 40 years.

Two Sides Face Off in Europe

Cold War confrontation began in Europe, where the two superpowers’ armies confronted each other after World War II. Each superpower formed a European military alliance made up of the nations that it occupied or protected. The United States led the North Atlantic Treaty Organization, or NATO, in Western Europe. The Soviet Union led the Warsaw Pact in Eastern Europe. The two alliances in Europe faced each other along the Iron Curtain, the tense line between the democratic West and the communist East.

A Wall Divides Berlin

Berlin was a key focus of Cold War tensions. The city was split into democratic West Berlin and communist East Berlin. In the 1950s, West Berlin became a showcase for West German prosperity. A massive exodus of low-paid East Germans, unhappy with communism, fled into West Berlin. To stop the flight, East Germany built a wall in 1961 that sealed off West Berlin. When completed, the Berlin Wall was a massive concrete barrier, topped with barbed wire and patrolled by guards. The wall showed that workers, far from enjoying a communist paradise, had to be forcibly kept from fleeing.

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

High-Use Word: comprise, p. 784
Definition and Sample Sentence: vt. to be made up of
The school comprises students from three different towns.
Eastern Europe Resists Other explosions of Cold War tension included revolts against Soviet domination in East Germany, Poland, Hungary, and Czechoslovakia. One of the earliest revolts occurred in East Berlin. In 1953, some 50,000 workers confronted the Soviet army in the streets of the German capital. The uprising spread to other East German cities, but the demonstrators could not stand up to Russian tanks.

In 1956, Eastern Europeans challenged Soviet authority in the name of economic reform in both Poland and Hungary. Poles were responding in part to Soviet-backed mass arrests of noncommunist leaders and government seizures of private lands and industry. Hungarian leader Imre Nagy (nahj) went furthest, ending one-party rule and seeking to pull his country out of the Warsaw Pact. In response, Soviet troops launched a massive assault that overwhelmed resistance. Nagy was later executed.

In early 1968, Czechoslovak leader Alexander Dubček introduced greater freedom of expression and limited democracy. This blossoming of freedom came to be known as the “Prague Spring.” Soviet leaders feared that democracy would threaten communist power and Soviet domination. Warsaw Pact troops launched a massive invasion of Czechoslovakia in August of that year to put an end to these freedoms.

Checkpoint How was Europe divided, and what were three consequences of its division?

Nuclear Weapons Threaten the World

One of the most terrifying aspects of the Cold War was the arms race that began right after World War II. At first, the United States was the only nuclear power. By 1949, however, the Soviet Union had also developed nuclear weapons. By 1953, both sides had developed hydrogen bombs, which are much more destructive than atomic bombs.

Critics argued that a nuclear war would destroy both sides. Yet each superpower wanted to be able to deter the other from launching its nuclear weapons. Both sides engaged in a race to match each other’s new weapons. The result was a “balance of terror.” Mutually assured destruction—in which each side knew that the other side would itself be

SS.912.W.8.1 Identify the United States and Soviet aligned states of Europe and contrast their political and economic characteristics

SS.912.W.8.4 Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East

Soviet Nuclear Missiles

Every year on May 1, the Soviet Union demonstrated its military and nuclear strength in a parade through Moscow’s Red Square. Why might the Soviet Union have wanted to show off its nuclear might?

Independent Practice

Link to Literature

To help students better understand life behind the Iron Curtain, have them read the excerpt from Aleksandr Solzhenitsyn’s *The Gulag Archipelago* and complete the worksheet.

Monitor Progress

As students fill in their charts, circulate to make sure they understand the consequences of the Cold War. For a completed version of the chart, see

Note Taking Transparencies, 189

Answers

Europe was divided into democratic and communist regions. As a result, the Berlin Wall was built, uprisings occurred in Eastern Europe, and the “Prague Spring” was crushed.

Caption to remind people living there and enemies like the U.S. that it was powerful
Nuclear Weapons Threaten the World

Instruct

- **Introduce** Ask students to describe nuclear weapons and share what they know about the role of these weapons in ending World War II. Point out that people vividly remembered the atomic destruction at Hiroshima and Nagasaki. Do students think that nuclear power was an asset or a liability for nations of the world? Would students have supported nuclear proliferation or disarmament during the Cold War period?

- **Teach** Have students look at the chart on this page. Identify the major agreements: SALT, ABM Treaty, START. As students read, have them list in their notes the main features of each treaty.

  **Ask** Why were these treaties necessary? (The United States and Soviet Union were building up nuclear weapons arsenals to threaten each other. People feared that nuclear destruction would result from this arms race.)

  **What did each treaty seek to do?** (control and limit the spread and use of nuclear weapons)

Independent Practice

Ask students to list the steps the two sides took to reduce the threat of Cold War. Then ask them to choose which step was most significant and write a one-paragraph essay explaining why. Use the Think-Write-Pair-Share strategy (TE, p. T23) and have students share their work.

Monitor Progress

- To check student understanding, ask them to reread the black headings and summarize the information under each one.
- As students work on their paragraphs, circulate to ensure that their paragraphs include sound reasoning.

Answers

- **Chart Skills** The Nuclear Test Ban Treaty banned just atmospheric testing; SALT II went on to limit numbers of weapons; START required actual weapons reductions.
- Neither side wanted to start a destructive war that would devastate both sides. Both sides eventually signed treaties to limit nuclear weapons.

**Checkpoint** What factors discouraged the use of nuclear weapons during the Cold War?

The Cold War Goes Global

Although the Cold War began in Central Europe, it quickly spread around the world. When World War II ended, the Soviets were assisting communist forces in China and Korea. American leaders saw that the United States faced a conflict as global as the two world wars that had preceded it. They therefore developed policies to respond to challenges anywhere in the world.

**Building Alliances and Bases** As part of its strategy to contain Soviet power, the United States reached out to the rest of the world both diplomatically and militarily. The NATO alliance with Europe’s democracies was only one of several regional alliances.

**Link to Technology**

**The Hydrogen Bomb** After the Soviets exploded an atomic bomb in 1949, U.S. politicians and scientists began to debate whether to develop a hydrogen bomb, which would be one thousand times more destructive than the atomic bomb. Many scientists, including J. Robert Oppenheimer, who led the project to develop the atomic bomb, were opposed on both moral and practical grounds. Yet the threat of the Soviet Union developing it first grew too great for many politicians. Soon after it was discovered that the Soviet Union had been given U.S. preliminary data on the hydrogen bomb, Truman approved the project. First he asked his advisors, “Can the Russians do it?” “Yes,” they said. Truman replied, “We have no choice. We’ll go ahead.”
The Cold War Goes Global

Instruct

■ Introduce Read the Vocabulary Builder term and definition. Ask students to predict which countries would comprise each alliance. Then have them read ahead to find out whether their predictions were accurate.

■ Teach Review the ways that the Cold War spread across the globe and the key moments in which it flared into shooting battles and crises. Display Color Transparency 181: Europe During the Cold War. Ask How did the Cold War become a global conflict? (Nations around the world allied themselves with either the United States or the Soviet Union.) Why did the Cold War sometimes get “hot”? (The United States and Soviet Union competed for influence in areas such as Southeast Asia by supporting local forces with weapons and military advice.)

■ Quick Activity PearsonSchool.com/Worldhist will take students to an interactive map on the Cold War world. Have students complete the interactivity and then answer the questions in the text.

Answers

Map Skills
1. Review locations with students.
2. in countries near the Soviet Union or its allies
3. Sample: because of the U.S. policy of containment of Soviet power
Quick Activity  Ask students to research the Cuban Missile Crisis using print or online sources. Then have them synthesize the information from what they discover and the Infographic and summarize the events of this confrontation.

In 1955, the United States and its allies formed another alliance, the Southeast-Asia Treaty Organization (SEATO). SEATO included the United States, Britain, France, Australia, Pakistan, Thailand, New Zealand, and the Philippines. The Central Treaty Organization (CENTO) comprised Britain, Turkey, Iran, and Pakistan. The United States also formed military alliances with individual nations, such as Japan and South Korea.

Meanwhile, the Soviet Union formed its own alliances. In addition to the Warsaw Pact in Europe, the Soviet Union formed alliances with governments in Africa and Asia. A Soviet alliance with the government of Communist China lasted from 1949 to 1960. The Soviet Union and its allies were often known as the Soviet bloc.

Unlike the Soviets, the Americans established army, navy, and air force bases around the globe. By the end of the Cold War, the Soviets faced the military nightmare of encirclement by an enemy. American army camps, naval stations, and air bases spread across Europe, Asia, North America, and the Pacific islands, while American fleets patrolled the world’s oceans.

Where the Cold War Got Hot  Because both superpowers had a global reach, local conflicts in many places played into the Cold War. Often, the United States and its allies supported one side, and the Soviet bloc supported the other. Through such struggles, the superpowers could confront each other indirectly rather than head to head. Political shifts around the world added to Cold War tensions. When communist forces won control of mainland China in 1949, the United States feared that a tide of communism would sweep around the world. During this period, European colonies in Africa and Asia demanded independence. As colonies battled for independence, liberation leaders and guerrillas frequently sought help from one or the other Cold War power.

On occasion, the Cold War erupted into “shooting wars,” especially in Asia. Both Korea and Vietnam were torn by brutal conflicts in which the United States, the Soviet Union, and China played crucial roles. More commonly, however, the superpowers provided weapons, training, or other aid to opposing forces in Asia, Africa, or Latin America.

Cuba Goes Communist  The most serious Cold War conflict in the Western Hemisphere involved the Latin American island nation of Cuba, just 90 miles off the coast of Florida. In the 1950s, Fidel Castro organized an armed rebellion against the corrupt dictator who then ruled Cuba. By 1959, Castro had led his guerrilla army to victory and set about transforming the country. This transformation is known as the Cuban Revolution. Castro sought the support of the Soviet Union. He nationalized businesses and put most land under government control. In addition, Castro severely restricted Cubans’ political freedom. Critics of the new regime were jailed or silenced, and hundreds of thousands fled to Florida.

The United States attempted to bring down the communist regime next door. In 1961, President John F. Kennedy supported an invasion attempt by U.S.-trained Cuban exiles. The Bay of Pigs Invasion, known for the bay where the invaders came ashore in Cuba, quickly ended in failure when Castro’s forces captured the invaders. The United States imposed a trade embargo on Cuba that remains in effect today.
Cuban Missiles Spark a Crisis In 1962, the Soviet Union sent nuclear missiles to Cuba. President Kennedy responded by imposing a naval blockade that prevented further Soviet shipments. Kennedy demanded that the Soviet Union remove its nuclear missiles from Cuba, and for a few tense days, the world faced a risk of nuclear war over the issue. Finally, however, Soviet Premier Nikita Khrushchev agreed to remove the Soviet missiles, and war was averted.

Checkpoint How did the U.S. and the Soviet Union confront each other around the world during the Cold War?

**DIFFERENTIATED INSTRUCTION Solutions for All Learners**

**Gifted and Talented**

Tell students that during the Cuban Missile Crisis, President Kennedy publicly demanded that the Soviet missiles be removed, or “face American military action.” Yet privately, he promised not to invade Cuba. A little while later, the U.S. quietly withdrew American missiles from Turkey. After this confrontation, the two sides set up a “hot line,” or direct line of communication. Ask students to discuss the value of having public, private, and back channel negotiations. Ask Why would the heads of state want to have a direct line of communication? (Sample: to avoid any misinterpretations, which may happen when multiple people pass on a message)

Answers

1. because of its close proximity to U.S. soil
2. Sample: He didn’t want to start a nuclear war.
The Soviet Union in the Cold War

**Instruct**

- **Introduce: Key Terms** Ask students to find the key term ideology in the text and define its meaning. Point out that during the Cold War, the Soviet Union sought to advance its ideology within its nation and within other nations. Is it possible to persuade all the people of a nation to follow a single ideology? What might be some advantages and disadvantages of this approach to governing?

- **Teach** Trace the ways that Soviet leadership supported Soviet ideology. Ask What was Stalin's approach to leadership? (He brutally controlled all aspects of Soviet life and attempted to purge the society of influences he disliked.) How was Soviet leader Khrushchev similar to and different from Stalin? (Khrushchev denounced Stalin's methods and eased central control, but maintained Soviet goals and political control.)

- **Quick Activity** Display Color Transparency 182: No Time To Take A Bow, by Clifford Baldowski. Have students discuss ways that the cartoon reflects the image of Soviet leadership portrayed within the Soviet Union during the Cold War.

**Independent Practice**

In groups, have students chart or illustrate the succession of leaders in the Soviet Union and the dissidents who resisted them. Challenge them to identify the forces in conflict—control and freedom. Use the Numbered Heads strategy (TE, p. T25) to have groups share their work with the class.

**Monitor Progress**

To review Soviet policies, ask students to explain why a leader such as Khrushchev might have called for peaceful coexistence with the West.

**Answer**

**Chart Skills** Sample: In communist countries, government-controlled economies limit consumer choices; in capitalist countries, consumers have more choices because they make economic decisions.

**Contrasting Systems**

<table>
<thead>
<tr>
<th>Communist Countries</th>
<th>Democratic Capitalist Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Communist Party makes all political decisions.</td>
<td>The people and their elected representatives make decisions.</td>
</tr>
<tr>
<td>Command economy (The government makes most economic decisions and owns most property.)</td>
<td>Market economy (Private consumers and producers make most economic decisions and own most property.)</td>
</tr>
<tr>
<td>The political leadership values obedience, discipline, and economic security.</td>
<td>The political leadership values freedom and prosperity.</td>
</tr>
</tbody>
</table>

**The Soviet Union in the Cold War**

Victory in World War II brought few rewards to the Soviet people. Stalin continued his ruthless policies. He filled labor camps with “enemies of the state” and seemed ready to launch new purges when he died in 1953.

**Soviet Communism** In the Soviet Union, the government controlled most aspects of public life. Communists valued obedience, discipline, and economic security. They sought to spread their communist ideology, or value system and beliefs, around the globe. The Soviet Union also aimed to spread its communist command economy to other countries. In command economies, government bureaus make most economic decisions. They often make decisions for political reasons that do not make much economic sense. The government owns most property.

**Stalin’s Successors Hold the Line** After Stalin’s death in 1953, Nikita Khrushchev (KROOSH chev) emerged as the new Soviet leader. In 1956, he shocked top Communist Party members when he publicly denounced Stalin’s abuse of power. Khrushchev maintained the Communist Party’s political control, but he closed prison camps and eased censorship. He called for a “peaceful coexistence” with the West.
Khrushchev's successor, Leonid Brezhnev (BREZH nev) held power from the mid-1960s until he died in 1982. Under Brezhnev, critics faced arrest and imprisonment.

Some Soviets Bravely Resist Despite the risk of punishment, some courageous people dared to criticize the government. Andrey Sakharov (SAH kuh rawf), a distinguished Soviet scientist, spoke out for civil liberties. Brezhnev's government silenced him. As a Soviet soldier during World War II, Aleksandr Solzhenitsyn (sohl zhuh snef sin) wrote a letter to a friend criticizing Stalin. He was sent to a prison camp. Under Khrushchev, he was released and wrote fiction that drew on his experiences as a prisoner. His writing was banned in the Soviet Union, and in 1974 he was exiled. Despite the government's actions, Sakharov and Solzhenitsyn inspired others to resist communist policies.

Checkpoint How did the Soviet government handle critics of its policies?

The United States in the Cold War

The Cold War was not just a military rivalry. It was also a competition between two contrasting economic and political value systems. Unlike the communist countries, the democratic, capitalist countries, led by the United States, gave citizens the freedom to make economic and political choices. These nations valued freedom and prosperity.

Free Markets While communist countries had command economies, capitalist countries had market economies. In market economies, producers and consumers make economic decisions. Prices are based on supply and demand in a free market. Property is privately owned. Producers compete to offer the best products for the lowest prices. By deciding what to buy, consumers ultimately decide which products are produced. Producers who win consumers' business make profits and grow.

The United States economy is basically a market economy. However, the United States and Western Europe have what can be called mixed economies, because their governments have an economic role.

Containing the Soviet Union

America's basic policy toward communist countries was known as containment. This was a strategy of containing communism, or keeping it within its existing boundaries and preventing further expansion. This strategy meant supporting any government facing invasion or internal rebellion by communists.

Living With Nuclear Dangers The nuclear threat led many people in the United States and other countries to build fallout shelters. Fallout shelters

History Background

Sputnik's Impact on the U.S. When the Soviet Union launched Sputnik, the first man-made satellite, into space, some Americans feared that the Soviet Union had more advanced technology and more weaponry than the United States. Although Eisenhower knew that the perceived "missile gap" was overstated, he was swayed by popular opinion, which held that the U.S. needed to catch up to Soviet achievement. In the following months, Eisenhower would increase weapons spending, sponsor the creation of NASA, and launch the National Defense Education Act, a program that funneled millions of dollars to schools and aimed at ensuring U.S. children were as well educated as their Soviet counterparts.

The United States in the Cold War

Instruct

■ Introduce: Key Terms Ask students to find the key term containment (in blue) in the text and explain its meaning. Tell them that the desire to contain Soviet influence became a key factor in U.S. foreign and even domestic policy during the Cold War era. Have students speculate on the kinds of decisions this policy might have led to for the U.S. government. How could this focus lead to a fear of communism in the United States?

■ Teach Review the ways that containment affected U.S. foreign and domestic policy. Ask What were the ways that the United States and Soviet Union competed during the Cold War? (militarily, politically, and economically) What was the goal of containment? (to limit communist power and influence) How did the United States pursue this goal politically and militarily? (It supported governments facing a communist threat or invasion with military aid and political support.)

■ Analyzing the Visuals Have students compare the images on the previous page. Then have them use the Contrasting Systems chart to summarize the differences between market and command economies. Ask students how these economic systems were supported by the United States and Soviet governments.

Independent Practice

Viewpoints To help students better understand the differences between command and market economies, have them read the selection Comparing Competing Economic Systems and complete the worksheet.

Monitor Progress

Check Reading and Note Taking Study Guide entries for student understanding.

Answers

■ The Soviet government arrested and imprisoned critics of its policies.

Caption Fears were widespread and part of everyday life.
Assess and Reteach

Assess Progress
- Have students complete the Section Assessment.
- Administer the Section Quiz.
- Teaching Resources, Unit 7, p. 2
- To further assess student understanding, use Progress Monitoring Transparencies, 128

Reteach
If students need more instruction, have them read the section summary.
- Reading and Note Taking Study Guide, p. 275
- Adapted Reading and Note Taking Study Guide, p. 275
- Spanish Reading and Note Taking Study Guide, p. 275

Extend
See this chapter’s Professional Development pages for the Extend Online activity on the Cold War crisis.
FL
- SS.912.W.8.1
- SS.912.W.8.2
- SS.912.W.8.4

Answer
The United States sought to remove communist influences at home and sought to contain Soviet power overseas.

Section 1 Assessment
1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. The U.S. and Soviet Union built up huge nuclear arsenals, but then worked to limit them through treaties. The U.S. led Western Europe, while the Soviet Union dominated Eastern Europe. Germany was divided between East and West. Eastern Europe resisted Soviet influence. The U.S. and Soviet Union supported opposing sides in global conflicts between communism and democracy.
3. Tense struggles for influence developed in many parts of the world; a few of these flared into actual military conflicts.
4. It made each side in the Cold War resist using weapons for fear of unleashing a devastating nuclear attack.
5. Both nations feared each other and both tried to influence other nations to share their views. The U.S. experienced freedom, economic prosperity, and anxiety over communism.

Comprehension and Critical Thinking
1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.
2. Reading Skill: Summarize Use your completed chart to answer the Focus Question: What were the military and political consequences of the Cold War in the Soviet Union, Europe, and the United States?

SS.912.W.8.1
SS.912.W.8.2
SS.912.W.8.4
LA.910.1.6.1

Progress Monitoring Online
Par. Self-quiz with vocabulary practice
PearsonSchool.com/WorldHist

Writing About History
Quick Write: Understand the Purpose
To write a problem-solution essay, you first need to understand the purpose of this type of essay. In this section, you learned that the superpowers’ possession of nuclear weapons posed a risk of nuclear war. Write sentences answering each of the following questions: What makes this issue a problem? What benefit comes from solving this problem?

For additional assessment, have students access Progress Monitoring Online at PearsonSchool.com/WorldHist.

Red Scare Culture
Pop culture during the “red scare” of the 1940s and 1950s reflected the fears of the time. “I Was a Communist for the FBI” thrilled movie-goers in 1951.

Seeking Enemies Within
Cold War fears led to a “red scare” within the United States. During the late 1940s and early 1950s, many Americans feared that communists inside the United States might try to undermine the U.S. government. Around 1950, Senator Joseph McCarthy led a hunt for suspected American communists. McCarthy became notorious for unproven charges. Accusing innocent people of communism, and the fear that this created, became known as McCarthyism. McCarthy’s influence, however, faded after he attacked the patriotism of the United States Army.

During the same period, the House Un-American Activities Committee (HUAC) led a similar campaign to identify supposed communist sympathizers. HUAC was made up of members of the U.S. House of Representatives. In 1947, the Committee sought to expose communist sympathizers in Hollywood’s movie industry. People who had flirted with communist ideas in their youth and later rejected them were labeled as communists. Many who were labeled in this way were no longer able to get decent jobs.

Checkpoint
How did America respond to the threat of communism at home and overseas?
**History Background**

**Smallpox** Countries also cooperate to rid the world from infectious diseases such as polio and smallpox. For example, in 1958, Soviet epidemiologist Viktor Zhdanov called for the global eradication of smallpox; this disease is thought to have killed more people than any other infectious disease. In a political move designed to help American-Soviet relations, President Lyndon Johnson endorsed this idea in 1965. Then the World Health Organization put together an international team of doctors and health workers, who worked with local governments to contain outbreaks of smallpox and inoculate the population against it. In 1966, the year the program began, two million people per year were dying from smallpox. By 1977, the last known natural case occurred in Somalia.

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**Cooperation**

**Objectives**
- Understand the reasons people do and do not cooperate.
- Describe ways that people have cooperated in the past.
- Complete a Web Quest on cooperation.

**Build Background Knowledge**
Check students' understanding of the term cooperation. Ask them to discuss situations in which they might or might not cooperate with others and why. Review students' Concept Connector Journal entries for this theme.

**Instruct**
- Direct students' attention to the essential question: **With whom should we cooperate and why?** Have them look at the section entitled **In This Chapter** and the corresponding image. Why was cooperation between the Soviet Union and the United States necessary?
- Have students to review the timeline entries. Ask: **What might have happened if the people on the timeline hadn’t cooperated?**
- Assign the Web Quest on cooperation.

**Independent Practice**
- Have students fill in the Web Quest reflection question on cooperation in their Concept Connector Journal.

**Reading and Note Taking**

**Monitor Progress**
Circulate to make sure that students are filling in their Concept Connector journal. Elicit reasons why people cooperate with one another.

**Transfer Activities**
1. **Analyze** What goals have motivated people to cooperate throughout history?
2. **Evaluate** Why is it sometimes necessary to cooperate with an enemy?
3. **Transfer** Complete a Web quest in which you, as an advisor to the President, consider whether or not to cooperate with a new regime; record your thoughts in the Concept Connector Journal; and learn to make a video. PearsonSchool.com/WorldHist