As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Understand how two sides faced off in Europe during the Cold War.
- Learn how nuclear weapons threatened the world.
- Understand how the Cold War spread globally.
- Compare and contrast the Soviet Union and the United States in the Cold War.

**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 armed against 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.

A Wall Divides Berlin

Berlin was a key focus of Cold War tension. The city was split into democratic West Berlin and communist East Berlin. In the 1960s, West Berlin became a showcase for West German prosperity. A massive exodus of low-paid East German workers, unhappy with communism, fed 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.

<table>
<thead>
<tr>
<th>High-Use Word</th>
<th>Definition and Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>comprises</td>
<td>vt. to be made up of</td>
</tr>
</tbody>
</table>

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

Students may have trouble with the terms Cold War and hot spot. Before they read this section, introduce these two terms. Ask students if they associate the adjective “hot” or “cold” with warfare that involves sides firing weaponry at each other (hot). Explain that in the Cold War, tensions were high between the United States and the Soviet Union, but the two superpowers did not exchange direct fire. When tensions between these two countries resulted in indirect warfare (fighting through allied countries) these places are called “hot spots.” To reinforce these terms, have pairs of students look at the map on the next page. On the map, have students locate the two Cold War superpowers and then locate the hot spots. Ask them to make sure they understand the consequences of the Cold War. Then have them read to better understand life behind the Iron Curtain.

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Nuclear Weapons Threaten the World

Instruct

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 heading. As students work on their paragraphs, circulate to ensure 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 reductions.

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 Soviet Union 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** Web Code nap-3011 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. Locate (a) the Soviet Union (b) the United States (c) Poland
2. Location Where were most Cold War conflicts located in relation to the two alliances shown on the map?
3. Draw Inferences Why might Cold War conflicts be concentrated as they are?

**Differentiated Instruction**

- **Special Needs** Use the map on this page to reinforce why Cuba’s fall to communism was such a significant threat to the United States. Have students locate the United States and the Soviet Union on the map. Then have them locate Cuba and note how close it is to Florida. Ask students to explain the threat to a partner.

- **Less Proficient Readers** Use the following resources to help students acquire basic skills.
  - **Adapted Reading and Note Taking Study Guide**
  - **Adapted Note Taking Study Guide**, p. 274
  - **Adapted Section Summary**, p. 275

- **Solutions for All Learners**
  - The Cold War World, 1977
  - During the Cold War, much of the world was divided into two powerful alliances, led by the United States and the communist Soviet Union. Communism reached its maximum extent around 1977, the date of this map. The inset shows details in Europe.  
  1. Locate (a) the Soviet Union (b) the United States (c) Poland  
  2. Location Where were most Cold War conflicts located in relation to the two alliances shown on the map?  
  3. Draw Inferences Why might Cold War conflicts be concentrated as they are?
Quick Activity Show students Showdown: The Cuban Missile Crisis from the Witness History Discovery School™ video program. Ask them to explain. Ask students to synthesize the information from the video 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 way 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.

Vocabulary Builder comprised—(kom PRYZD) vt. was made up of

Special Needs To help students master vocabulary, have them make a list of this section’s Vocabulary Builder terms and Key terms and People. Encourage students to include in the list additional terms that may be new to them, such as exodus, prosperity, and domination. Then have them create flashcards with the term on one side and its definition (or, in the case of Key People, an identifying statement) on the other. For English Language Learners, you may wish to have students add explanations in their first language to go with the flashcards. Pair students and have them quiz each other, using the flashcards.
**Independent Practice**

- Direct students to the Infographic on the Cuban Missile Crisis and ask them to study the photos and captions. Then play the accompanying audio. Have students work in pairs to summarize the issues and events of the crisis in their own words and to answer the Thinking Critically questions.

- Have students fill in the Outline Map Cold War World and label the allies of the Soviet Union and the United States.

**Monitor Progress**

- Circulate to make sure that students are filling in their Outline Maps by accurately identifying communist and democratic nations. Administer the Geography Quiz.

**Answers**

- The two nations confronted each other militarily, by supporting opposing sides in local conflicts, and politically, by assembling opposing alliances.

**Thinking Critically**

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 blue) 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 leaders 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 Balowski. 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. T23) 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.

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-chawf) emerged as the new Soviet leader. In 1956, he shocked top Communist Party members when he publicly denounced Stalin’s abuses 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.

**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>

**Chart Skills** The communist system often offered few choices for consumers, such as for the Russian woman above. By contrast, capitalist societies provided a wealth of choices for consumers, such as for the American girl at the right. What facts in the chart above help to explain the different experiences of consumers under these contrasting systems?

**Differentiated Instruction / Solutions for All Learners**

**Less Proficient Readers**

To help students better understand the Cold War rivalry, have them make a chart comparing the Soviet Union and the United States. Ensure they include not only the economic and political value systems, but also leaders, policies, and conditions under each government. Have students share their work with a partner. If they are having difficulty, have them refer to the chart in the Quick Study Guide, p. 1008. Then have them use their completed charts to write one to two sentences comparing the two superpowers.
Khrushchev’s successor, Leonid Brezhnev (BREE zh 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. Andrei Sakharov (SAHK har ROF), 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 NEET 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.

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

Preparing for a Nuclear Attack “Duck and cover” air-raid drills were common during the Cold War, even though it is doubtful that ducking and covering would offer much protection in an actual nuclear attack. What does this photo suggest about “duck and cover” policies during the Cold War?

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

- Teaching Resources, Unit 7, p. 10

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.
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. Tensions 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 starting 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.

Assess and Reteach

Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.
- To further assess student understanding, use Progress Monitoring Transparency, 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.

Answer

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

Progress Monitoring Online

For additional assessment, have students access Progress Monitoring Online at Web Code naa-3011.
In what ways have groups or countries cooperated over time?

Throughout history, people have worked together to achieve their goals, knowing that there is “strength in numbers.” For example, prehistoric humans cooperated in hunting for food. Later, countries worked together as allies to defend themselves from threats or to attack other countries. Today, military alliances still exist, but countries also cooperate to improve trade and to resolve problems that affect the entire world. Consider the following examples of cooperation:

**Military**

After World War II, facing the threat of attack by the Soviet Union, 32 nations from North America and Europe formed a defensive alliance called the North Atlantic Treaty Organization (NATO). Led by the United States, NATO played a vital role in winning the Cold War. Today, 28 NATO members contribute to the group’s collective security.

**Economic**

The goal of expanding trade has continued to lead to international alliances. The European Union (EU), established in 1993, focuses on economic cooperation among its 25 members. Another regional trading group, the North American Free Trade Agreement (NAFTA), started in 1994. NAFTA’s first trade zone includes the United States, Canada, and Mexico.

**World Issues**

Today, the issue of climate change has led to cooperation among nations and the people of the world. In 2005, the Kyoto Accords went into effect. This treaty is an attempt to limit the global emissions of greenhouse gases, such as carbon dioxide. Many scientists believe that these gases contribute to climate change, which could damage the environment.

### The European Union

[Map of the European Union]

These soldiers, from five different nations, were all part of a NATO-led peacekeeping force in Bosnia in 1999.

**Thinking Critically**

1. Markets are often limited to a single country because of legal barriers and fees collected at borders. When nations join the European Union (EU), barriers and fees no longer limit trade across borders. Based on the map, how has the EU changed the physical extent of markets in member countries?
2. Connections to Today: Research one or other examples of international cooperation to find out more about them. Write an editorial supporting or opposing economic or military agreements among nations.

**Smallpox**

Countries also cooperate to rid the world from infectious diseases such as polo 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.

**Thinking Critically**

1. Drastically, because new markets extend across national borders as if the EU were a single country.

**Build Background Knowledge**

Ask students How would you define cooperation? (working together toward common goals?) Ask them to name ways that communist and democratic nations cooperated during the Cold War. (Students will have read about military alliances such as NATO and the Warsaw Pact.)

**Instruct**

Direct students’ attention to the question at the top of the page: In what ways have groups or countries cooperated over time? Have volunteers review examples of cooperation in military, economic, and global policy. Draw a three-columns chart on the board and note students’ ideas in it.

Ask students to summarize the content of each category by answering the question: Why is this goal of this cooperative effort?

**Independent Practice**

Monitor Progress

Circulate to make sure that students are filling in their Concept Connector worksheets accurately.

**Thinking Critically**

1. Drastically, because new markets extend across national borders as if the EU were a single country.

2. Editorials should state a clear and logical central argument for or against economic and military alliances. Arguments should be supported with at least three specific reasons.