

# America's Twentieth Century



## **The Inquiry Arc** in U.S. History

*Jonathan Burack*

## **Reagan and the Russians**

**MindSparks®**

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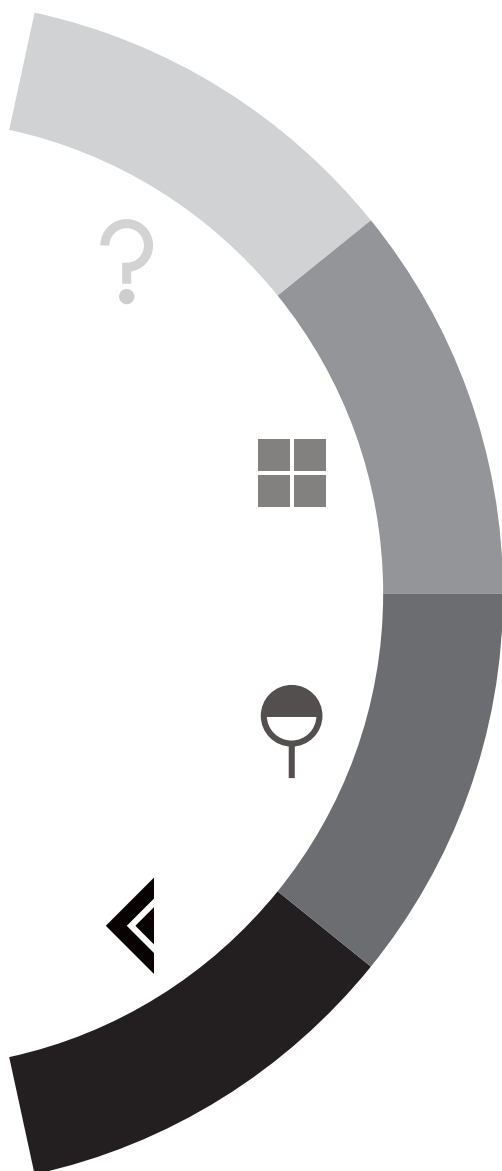
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### C3 Framework

This book is based primarily on the College, Career, and Civic Life (C3) Framework for Social Studies Standards. This C3 Framework is an effective tool offering guidance and support for rigorous student learning. The assignments encourage students to be active participants in learning and to explore the parts of history that they find most compelling. Central to the C3 Framework and our use of it is its Inquiry Arc—a set of four interrelated dimensions of informed inquiry in social studies. The lessons in this book are based on all four dimensions of the C3 Inquiry Arc. While the C3 Framework analyzes each of the four dimensions separately, they are not entirely separable in practice—they each interact in dynamic ways. As a result, the lessons combine some or all of the dimensions in various ways.



### Four Dimensions of the Inquiry Arc

#### 1 Developing compelling and supporting questions and planning inquiries

Questions shape social studies inquiries, giving them broader meaning and motivating students to master content and engage actively in the learning process.

#### 2 Applying disciplinary concepts and tools

These are the concepts and central ideas needed to address the compelling and supporting questions student pose. The C3 Framework stresses four subject fields: history, civics, economics, and geography. Each lesson addresses all of these disciplines.

#### 3 Evaluating sources and using evidence

The purpose of using primary and secondary sources as evidence is to support claims and counterclaims. By assessing the validity and usefulness of sources, including those that conflict with one another, students are able to construct evidence-based explanations and arguments.

#### 4 Communicating conclusions and taking informed action

While this may take the form of individual essays and other writing assignments, these lessons stress other kinds of individual and collaborative forms of communication, including debates, policy analyses, video productions, diary entries, and interviews. Meaningful forms of individual or collaborative civic action are also incorporated into each lesson.

## **How to Use This Book**

This book offers you the chance to implement the entire C3 Inquiry Arc in brief, carefully structured lessons on important topics in U.S. history. Each lesson is driven by a central compelling question, and disciplinary supporting questions are provided. Each lesson asks students to apply understandings from all of the C3 disciplines—history, civics, economics, and geography—and they include individual and group tasks in an integrated way.

Each unit includes an introductory essay, detailed teaching instructions, a set of primary sources, and the handouts needed to implement the lesson’s assignments. Rubrics for student evaluation and sources for further study are also provided. The teaching instructions suggest a time frame for completion of each lesson, but the assessments can easily be adapted to fit into any lesson plan.

Each lesson is aligned with several C3 Framework standards and Common Core State Standards. The College and Career Readiness Anchor Standards for Literacy emphasize the reading of informational texts, making these lessons ideal for integration into English Language Arts instruction.



**C3 Disciplines**



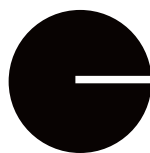
**History**



**Civics**



**Economics**



**Geography**



# Reagan and the Russians

*Did Reagan Make the Cold War Worse, or Did He Hasten Its End?*





## Overview

### Introduction

In 1981, President Ronald Reagan famously called the Soviet Union an “evil empire.” Some welcomed his statement. Others saw it as arrogant and extreme. In any case, after 1985, Reagan began meeting with Soviet leader Mikhail Gorbachev, with whom he appeared to get along well. Reagan sought, and in some cases achieved, major arms control agreements, and he openly encouraged the tendencies to reform he saw inside the Soviet Union. By the end of his time in office, the Soviet system was rapidly falling apart, and the Cold War was coming to a mostly peaceful end. Today, big arguments about Ronald Reagan continue. They often take the form of debates about how important he was in causing the Soviet communist system to collapse. Some see him as needlessly confrontational and belligerent. Others view his strong stance as a key factor in ending the Cold War. Did he end the Cold War, or did he only make it more tense and confrontational in its last days? This lesson will focus on that compelling question. In this lesson, students will work with short passages from ten primary sources. These primary sources form the core content for a set of tasks that will help them answer the lesson’s compelling question.

### Objectives

Students will work individually and in small groups to respond in a meaningful way to a compelling question about Reagan and the Soviet Union. They will apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

### C3 Standards Addressed by This Lesson

- ◆ **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- ◆ **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- ◆ **D2.His.5.6-8.** Explain how and why perspectives of people have changed over time.
- ◆ **D2.His.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- ◆ **D2.His.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- ◆ **D2.His.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- ◆ **D2.Civ.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- ◆ **D2.Eco.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- ◆ **D2.Geo.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- ◆ **D2.Geo.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

- ◆ **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- ◆ **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- ◆ **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- ◆ **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- ◆ **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- ◆ **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- ◆ **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

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### Common Core Anchor Standards Addressed by This Lesson

- ◆ **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ◆ **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ◆ **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

## Teaching Instructions

### Compelling Question

Did Ronald Reagan make the Cold War worse, or did he hasten its end?

### Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.



Asking Questions about Reagan and the Russians  
*This part of the lesson stresses Dimensions 1 and 2 of the C3 Framework*

### Day One

1. Briefly discuss the Introductory Essay in class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, geography, or economics. As they work, the groups should keep in mind the lesson’s overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Give each student a copy of all the primary sources for this lesson. Each group may share a primary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three primary sources and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.



Applying Disciplinary Concepts and Evaluating Sources and Evidence  
*This part of the lesson stresses Dimensions 2 and 3 of the C3 Framework*

### Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group’s compelling question. After reading the remaining seven primary sources, they will select one that supports their claim.

7. Using the evidence gathered from primary sources, each group will then prepare a brief (five- to ten-minute) presentation about Reagan and the Russians from their group's disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, or a PowerPoint or similar type of presentation. Allow time for students to prepare by discussing and debating topics among themselves.

### **Day Three**

8. Each group will deliver its presentation (prepared by the students as their final task on Day Two). Following each presentation, allow time for class discussion and for a final effort to answer the central compelling question for the lesson.



### **Communicating Results and Taking Action**

*This part of the lesson stresses Dimension 4 of the C3 Framework*

Students will complete a final project that expresses an understanding of the topic and responds clearly to the lesson's central compelling question. The project may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the Reagan and the Russians Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

#### **Communicating Results**

- ◆ Ask students to write a brief essay explaining what developments in the Soviet Union from 1981 to 1988 might have led Reagan to change his tone and approach to the Soviet Union during those years. In their essays, students should closely analyze at least three of the primary sources for this lesson and use them as evidence to support their essay's conclusions.
- ◆ Separate students into small groups. Have each group read and discuss Primary Source 5.10. In their discussions, ask each group to consider events in Russia and the world since 1988. Have each group find one or two relevant news stories to discuss. Then have them address the following question: "Do you think Reagan's optimistic tone in Primary Source 5.10 was foolish, or might it still be considered realistic today?" Each group should arrive at an answer and prepare a brief presentation to the class. The presentation should summarize the group's views and relate them to the news stories they have discussed.
- ◆ Separate students into small groups. Have each group discuss Primary Sources 5.2., 5.3., 5.4, 5.6, and 5.8. Have each student take the part of Lech Waleśa, Ronald Reagan, Randall Forsberg, Anthony Lewis, or Natan Sharansky. Help the group do further research into these five individuals. Then ask them to prepare and perform a brief role-play discussion about Reagan and his policies in the last years of the Cold War.

*Taking Action*

- ◆ On November 9, 1989, the communist government of East Germany announced that its citizens could visit West Germany and West Berlin. Within hours, thousands of East Germans climbed over the Berlin Wall freely for the first time since it was built in 1961. More than any other, this event marked the approaching end of Soviet communist control over Eastern Europe. Ask students to interview older family members and friends and record their memories of the fall of the Berlin Wall. Ask those interviewed what they remember and what they felt about the meaning and significance of that historic event. Compile these stories into a report and send it to local newspapers or other print or digital outlets and urge these outlets to publish it.
- ◆ Based on the work in the previous assignment, use social media to share with others some of the interview accounts collected. Ask those contacted in this way to comment on these accounts and share their own ideas as to the meaning of the events of November 9, 1989.

## Introductory Essay

# *Reagan and the Russians*



*President Ronald Reagan*

The Russian Revolution of 1917 brought into existence the world's first communist nation. Renamed the Soviet Union, it developed rapidly into a powerful, industrialized society. It also imposed a ruthless dictatorship on its people, especially during the rule of Joseph Stalin.

Just after World War II, the Soviet Union also imposed communist dictatorships on most of Eastern Europe. These governments allowed no real individual freedom. Life in Eastern Europe became dull and uniform, and people were frozen in fear about speaking out or seeking reform of any sort. Meanwhile, Western European nations under U.S. leadership became locked in a long “cold war” rivalry with the Soviet

Union. That rivalry remained “cold,” or nonmilitary, in large part because of nuclear weapons. Each side built up huge stockpiles of nuclear weapons and the missiles to deliver them. Both sides accepted the need to have enough of these weapons to destroy the other side. The idea was that this would keep each side from ever using these weapons. The acronym MAD—for mutual assured destruction—captured that notion well.

By the early 1980s, the Soviet Union faced growing troubles. The Soviets continued to spend huge amounts on defense. They deployed a new array of medium-range nuclear missiles aimed at Europe. They became bogged down in a brutal war in Afghanistan. Their economy was failing to grow. Long lines at stores and shortages of goods everywhere made life dreary and frustrating. Unrest in Eastern Europe especially was deepening. An early sign of this came in Poland 1980, when Solidarity, the region’s first truly independent trade union, emerged. Solidarity was led by an electrician named Lech Wałęsa. Solidarity got a huge boost from the support of another Pole, the new head of the Catholic Church, Pope John Paul II. This clash with Poland’s communist leadership encouraged others seeking change in Eastern Europe. The aging Soviet leaders seemed too unsure of themselves to use force to save their European empire. That empire was clearly heading for a crisis.

At this time, in 1981, Ronald Reagan began eight years as the U.S. president. He vowed to go beyond containment and end the Cold War. He promised to convince the Soviets to stop building more and more nuclear weapons. He also spoke out forcefully about what he called the “evil” of the Soviet dictatorship. He encouraged the small group of Soviet “dissidents” who dared to criticize their government. He backed Solidarity and other forces for change in Eastern Europe. More directly than any other president, he called on the Soviets to reform their system entirely.

His efforts to stop the Soviet nuclear arms buildup first took the form of a battle over the medium-range nuclear missiles the Soviets had aimed at Western Europe. In the face of massive protests, Reagan carried out earlier U.S. promises to deploy its own medium-range missiles to counter the Soviet missiles. Later he announced a very costly program known as SDI, the Strategic Defense Initiative. This was a plan to develop ways to shoot down nuclear missiles in flight.

Many in America and Europe criticized Reagan harshly for these steps. Some said he was even more dangerous and warlike than the Soviets. A huge movement known as the “Nuclear Freeze” called on both sides to stop building any new nuclear weapons. Millions marched in Europe, and in the United States as well. Reagan said his actions would force the Soviets to see that they could not afford to keep up an endless arms race.



In 1985, top Soviet officials chose a leader, Mikhail Gorbachev, who did begin to work more cooperatively with Ronald Reagan. Gorbachev and President Reagan held several “summit meetings” together. They seemed to get along reasonably well. In time, agreements were reached to remove all the medium-range missiles in Europe and to work to reduce other nuclear weapons programs. Gorbachev soon started to reform his nation and open it up to the world. His efforts led directly to the upheavals throughout Eastern Europe in 1989. In 1991, the Soviet Union split into several new nation-states. The Cold War was over.

Today, big arguments about Ronald Reagan continue. They often take the form of debates about how important he was in causing the Soviet Union and its communist system to collapse. Some see him as needlessly confrontational and belligerent. Others view his strong stance as a key factor in ending the Cold War. The documents in this lesson should help you take part in this debate. They may even help you decide for yourself which view of Ronald Reagan you think is correct.



*President Reagan (left) and Mikhail Gorbachev at a summit meeting in November 1985.*

Image Sources: Official Portrait of President Ronald Reagan, 1983, courtesy of the Ronald Reagan Library.  
US President Ronald Reagan and Soviet General Secretary Mikhail Gorbachov at the first Summit in Geneva, Switzerland, 1985, courtesy of the Ronald Reagan Library.



## History Group

GROUP MEMBERS:

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## *Reagan and the Russians*

Your group's task is to explore history issues related to Ronald Reagan's impact on the Cold War. A disciplinary compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

### Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Ronald Reagan's attitude toward the Soviet Union seemed to change over time. How and why do you think his attitude changed during his years as president?

3. Read and discuss Primary Sources 5.3, 5.9, and 5.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

Did Ronald Reagan's views of the Soviet Union change during his presidency, or did the Soviet Union itself change to fit more with Reagan's views? There is no doubt Reagan took office in 1981 as a scathing critic of the Soviet Union. The Soviets had just invaded Afghanistan, causing President Jimmy Carter to cancel arms talks with them. Reagan called for a modernization and major buildup of U.S. defenses. He spoke out forcefully against the Soviet Union, famously calling it an "evil empire." In late 1981, Poland declared martial law to thwart Solidarity. Reagan responded by imposing new sanctions on the Soviets. In 1983, he placed new medium-range missiles in Europe to counter similar Soviet missiles already in place. He proposed his Strategic Defense Initiative, which angered the Soviets and frightened many of his critics.

Reagan was a sharp critic of Soviet communism. Yet he did also urge its leaders to meet in new arms talks. Three aging but aggressive leaders died

while Reagan waited for a less hostile Soviet leader. That younger, more reform-minded leader appeared in 1985. Mikhail Gorbachev wanted to meet with Reagan. He also admitted Soviet society desperately needed reform. With Gorbachev, Reagan's rhetoric toward the Soviets also changed. Together, these two leaders managed a time of dramatic change and an easing of tensions.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, chose one supporting question for each primary source and record those questions here.

Primary Source 5.3

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Primary Source 5.9

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Primary Source 5.10

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### **Day Two**

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Ronald Reagan's attitude toward the Soviet Union seemed to change over time. How and why do you think his attitude changed during his years as president?

State your group's claim here:

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7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

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Reason for choosing this source:

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8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

## Civics Group

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GROUP MEMBERS:

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## *Reagan and the Russians*

Your group's task is to explore the civics issues related to Ronald Reagan's impact on the Cold War. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

### Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Various kinds of citizen protest were directed at both Reagan and the Soviet leaders in the 1980s. What role do you think these protests played in ending the Cold War?

3. Read and discuss Primary Sources 5.2, 5.4, and 5.8.
4. Read and discuss the following background information. Use the information to help complete the handout.

It was always dangerous to speak out against the communist regimes in Eastern Europe and the Soviet Union. However, in the 1970s, the Soviets did agree to let small groups of "dissidents" speak out more openly than in the past. The 1970s was a time of growing economic stagnation in the entire Soviet system. As leaders began to flounder, new forces erupted from below. In Poland in the early 1980s, the trade union Solidarity appeared. Polish authorities tried at first to suppress it. However, they were too weak or unsure to do so effectively. As unrest in Eastern Europe spread in the late 1980s, reform-minded Soviet leader Mikhail Gorbachev held back. He announced that Soviet tanks would no longer put down such protests. At that point, Soviet control of Eastern Europe began to evaporate rapidly.

Early in the 1980s, a massive protest movement also arose in the West. The Nuclear Freeze movement brought millions into the streets calling

for an end to the nuclear arms race. Ronald Reagan opposed the Freeze at the time, yet it may have helped to change him as well. He soon met with Gorbachev to seek new arms control agreements. His support for missile defense technology may have reflected his desire to make nuclear weapons obsolete.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, chose one supporting question for each primary source and record those questions here.

Primary Source 5.2

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Primary Source 5.4

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Primary Source 5.8

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## Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Various kinds of citizen protest were directed at both Reagan and the Soviet leaders in the 1980s. What role do you think these protests played in ending the Cold War?

State your group's claim here:

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7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

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Reason for choosing this source:

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8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

**Economics Group**

GROUP MEMBERS:

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## *Reagan and the Russians*

Your group's task is to explore the economic issues related to Ronald Reagan's impact on the Cold War. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

### Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Some historians say the Soviet economy was simply too weak to keep up the Cold War rivalry with the U.S. in the 1980s. Explain why you do or do not agree with this view.

3. Read and discuss Primary Sources 5.1, 5.5, and 5.7.
4. Read and discuss the following background information. Use the information to help complete the handout.

By the mid-1970s, the Soviet economy seemed to be slowing down. Long lines and shortages were a common feature of its centrally planned economy. These features only appeared to be getting worse. While some blame central planning itself, others blame the huge Soviet defense buildup of the 1970s. The Soviets were always at a disadvantage in competing with the United States in arms development. The huge numbers of nuclear weapons, missiles, ships, planes, tanks, and men in arms put a strain on both economies. However, the strain was far greater on the Soviet Union.

Then came President Reagan's plans for a huge increase and modernization of U.S. defenses. One question still debated is whether his Strategic Defense Initiative (SDI) finally convinced the Soviets they could no longer keep up with the U.S. militarily. SDI sought to develop weapons that could destroy nuclear missiles in flight. If successful, it could have made the

Soviet nuclear missiles obsolete. Did the Soviets' fears about SDI convince them they could no longer keep up with U.S. technology? Historians disagree about this. Some say SDI did have this impact. Others say it worried the Soviets, but it never seemed realistic enough to matter all that much. Whatever the truth about SDI, there seems little doubt the Soviets in the mid-1980s did realize that the arms race as a whole was drastically weakening their economy.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, chose one supporting question for each primary source and record those questions here.

Primary Source 5.1

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Primary Source 5.5

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Primary Source 5.7

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## Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Some historians say the Soviet economy was simply too weak to keep up the Cold War rivalry with the U.S. in the 1980s. Explain why you do or do not agree with this view.



State your group's claim here:

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7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

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Reason for choosing this source:

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8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

## Geography Group

GROUP MEMBERS:

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### *Reagan and the Russians*

Your group's task is to explore the geography issues related to Ronald Reagan's impact on the Cold War. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

#### Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

The U.S. and the Soviet Union were two large nations. In terms of other key geographical features, they differed greatly. How might these geographical factors have affected the way the Cold War unfolded?

3. Read and discuss Primary Sources 5.1, 5.2, and 5.5.
4. Read and discuss the following background information. Use the information to help complete the handout.

In the early 1800s, French writer Alexis de Tocqueville noticed the sudden rise of two great nations, the United States and Russia. He said of them, "Their starting-point is different, and their courses are not the same; yet each of them seems marked out by the will of Heaven to sway the destinies of half the globe." Tocqueville also noticed key differences between them. For example, he said, "The American struggles against the obstacles which nature opposes to him; the adversaries of the Russian are men. The former combats the wilderness and savage life; the latter, civilization with all its arms."

Tocqueville does not mention geography. However, he seems to be calling attention to some key geographical factors. America was a huge landmass separated from most other strong nations by two vast oceans. Russia was a huge landmass bordering on many powerful nations and groups. Did this

give the United States an advantage in developing its economic resources? Did it lead Russia to put more stress on defense, security, and the need for central authority? And did these differences contribute in some way to the Cold War and the way it evolved and ended? These are questions worth thinking about—even if there are no final answers to them.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, chose one supporting question for each primary source and record those questions here.

Primary Source 5.1

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Primary Source 5.2

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Primary Source 5.5

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## Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

The U.S. and the Soviet Union were two large nations. In terms of other key geographical features, they differed greatly. How might these geographical factors have affected the way the Cold War unfolded?

State your group’s claim here:

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7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

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Reason for choosing this source:

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8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group’s discipline-based compelling question. Use the space below for notes or to create an outline of your group’s presentation.

## How to Analyze a Primary Source

For this lesson, you will study several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from our own times. To use such sources as evidence, you need to apply some special historical thinking skills and habits. Here are some guidelines to help you do this.

### ◆ *Question the source*

No primary source was written with you and your interests in mind, so you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

### ◆ *Consider the source's origins*

This is often simply called “sourcing.” It means asking who created the source, when and where the source was created, and why. If you know the source’s purpose, then you will be more likely to see how it is shaped by its creator’s point of view. Among other things, sourcing can help you decide how reliable or typical a source might be.

### ◆ *Contextualize the source*

“Context” here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be understood best in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide which context is most important.

### ◆ *Corroborate the source*

This means you must think about your source in relation to other sources. Does the source agree with or support those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with your source?

### ◆ *Above all, read the source carefully*

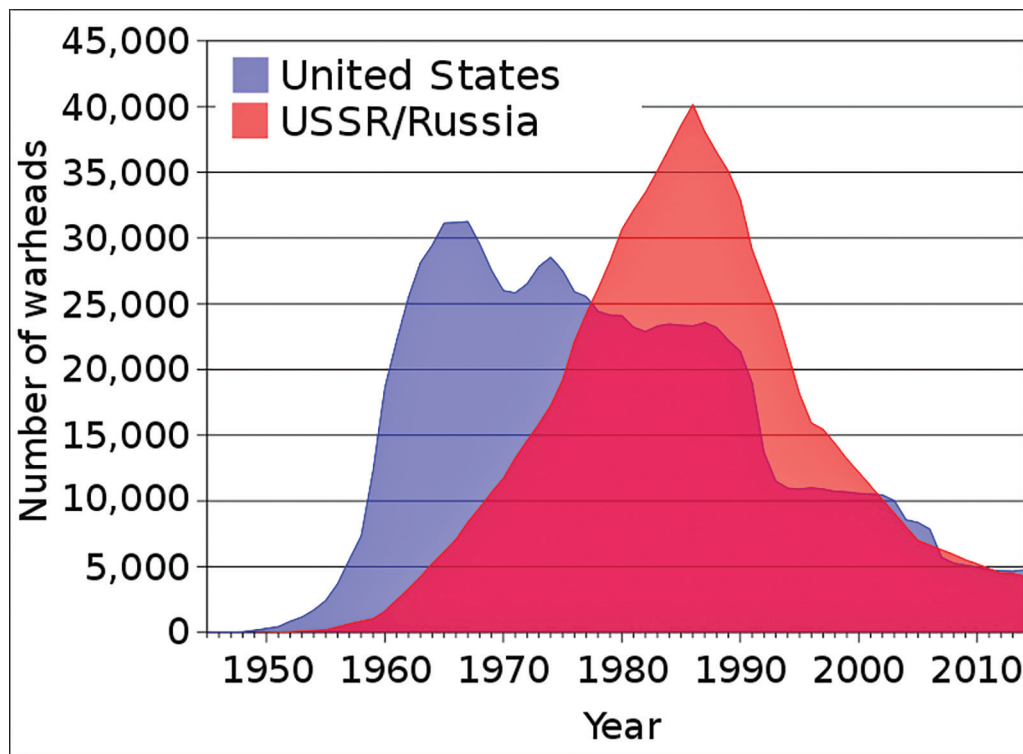
Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source’s creator might have seen in it.

PRIMARY SOURCE ►

5.I

## U.S. and Soviet Stockpiles

The Cold War remained “cold” because neither side ever dared use all of the nuclear weapons it had amassed to threaten or deter the other side from using its weapons. This graph shows nuclear warhead stockpiles of the United States and the Soviet Union/Russia, 1945–2014. The numbers are total stockpiles, including warheads that are not actively deployed. The graph conveys the frightening nature of the Cold War arms race.



Data Source: Robert S. Norris and Hans M. Kristensen, "Global Nuclear Stockpiles, 1945–2006," *Bulletin of the Atomic Scientists* 62, no. 4 (July/August 2006): 64–66.



PRIMARY SOURCE ▶

5.2

## Lech Wałęsa and Solidarity in Poland

This photograph is of Lech Wałęsa, leader of a strike by Solidarity at the Lenin Shipyard in Poland in August 1980. Solidarity was the first independent trade union in the Soviet bloc—that is, the Soviet Union and the communist states it controlled in Eastern Europe. Solidarity formed during a strike that Wałęsa is shown leading here. It was one of the first signs of the growing unrest in Eastern Europe that would by the late 1980s end Soviet control over Eastern Europe and soon bring down the Soviet Union itself.



Original Document Source: Giedymin Jabłoński, *Strike at the Vladimir Lenin Shipyard in August 1980* (Gdańsk: European Solidarity Centre, 1980). CC BY-SA 3.0 PL.



PRIMARY SOURCE ▶

5.3

## Reagan's "Evil Empire" Speech

U.S. President Ronald Reagan at first took a very hard-line stand against the Soviet Union. On March 8, 1983, he gave a speech to the National Association of Evangelicals in which he referred to the Soviet Union as an "evil empire." The passages here are from that speech.

**Original Document**

So, I urge you to speak out against those who would place the United States in a position of military and moral inferiority. You know, I've always believed that old Screwtape reserved his best efforts for those of you in the church. So, in your discussions of the nuclear freeze proposals, I urge you to beware the temptation of pride—the temptation of blithely declaring yourselves above it all and label both sides equally at fault, to ignore the facts of history and the aggressive impulses of an evil empire, to simply call the arms race a giant misunderstanding and thereby remove yourself from the struggle between right and wrong and good and evil.

I ask you to resist the attempts of those who would have you withhold your support for our efforts, this administration's efforts, to keep America strong and free, while we negotiate real and verifiable reductions in the world's nuclear arsenals and one day, with God's help, their total elimination.

**Adapted Version**

I urge you to speak out against those who would weaken the United States in both a military and a moral way. Think about old Screwtape, a Devil figure in a C. S. Lewis novel. He put his greatest efforts into swaying those of you in the church. So, when discussing the nuclear freeze proposals, please beware of the temptation of pride. That is, do not give in to the temptation of mindlessly pretending to be above it all. Avoid labeling both sides as equally at fault. This ignores the facts of history and the aggressive impulses of an evil empire. It is wrong to simply call the arms race a giant misunderstanding. If you do this, you remove yourself from the struggle between right and wrong and good and evil.

I ask you to resist those who want you to oppose this administration's efforts to keep America strong and free while we seek new arms agreements. What we want are agreements that achieve real and verifiable reductions in the world's nuclear arsenals. Agreements that one day, with God's help, will totally eliminate all these weapons.

Original Document Source: Ronald Reagan, "Remarks at the Annual Convention of the National Association of Evangelicals in Orlando, Florida," March 8, 1983, National Archives and Records Administration, Ronald Reagan Presidential Library and Museum. Available online from the Reagan Library at <https://reaganlibrary.archives.gov/archives/speeches/1983/30883b.htm>.



## Randall Forsberg and the Nuclear Freeze Campaign

Dr. Randall Forsberg was executive director of the Institute for Defense and Disarmament Studies. She founded it in 1980 in order to raise questions about U.S. defense policy. This passage is from an interview she did for "War and Peace in the Nuclear Age," a thirteen-part PBS series broadcast in 1989. In the interview, she describes the grassroots activism leading to the national Nuclear Weapons Freeze Campaign in 1982.

**Original Document**

**Interviewer:** Does President Reagan's election and the bringing into his administration a bunch of real hard liners, even harder than the Carter people, for sure, the Committee on the Present Danger, does that affect the freeze in any way at that time?

**Forsberg:** . . . It's really going in late '81, early '82, that you have people in the Reagan administration saying things like, you know, with enough shovels we can cover our doors with dirt and protect ourselves from a nuclear war and survive. We want to prevail in a nuclear war. We are prepared for a nuclear shot across the bow. These kinds of statements coming out of the Reagan administration, I think did gradually, not instantly, but gradually over a period of a year or two, and Reagan's Evil Empire speech, create a concern or deepen the concern in the public that as we were getting a new generation of nuclear weapons systems, which had war-fighting capabilities, they were not just for deterrence, but for actually trying to fight and win a war. This was being coupled with an administration that was talking about being prepared to do it. And was adamantly against arms control and refusing to talk to the Soviets at all. So, I think that Reagan did certainly contribute to strengthening the freeze movement and concern about the nuclear arms race that was expressed in that movement.

CONTINUED

### Adapted Version

**Interviewer:** President Reagan's election brought into his administration a bunch of real hard liners. Some were even harder than the Carter people. For example, the Committee on the Present Danger. Did that affect the freeze in any way at that time?

**Forsberg:** It was in late '81, early '82, that you have people in the Reagan administration saying things like, you know, with enough shovels we can cover our doors with dirt and protect ourselves from a nuclear war and survive. We want to prevail in a nuclear war. We are prepared for a nuclear shot across the bow. I think these kinds of statements from the Reagan administration did gradually create a concern. In particular, his Evil Empire speech deepened the concern in the public. The fear was that we were getting a new generation of nuclear weapons systems which had war-fighting capabilities. That is, they were not just to deter the other side and prevent a war. They were for actually trying to fight and win a war. And this was an administration that talked about being prepared to do it. It was adamantly against arms control, and it refused to talk to the Soviets at all. So, I think that Reagan did certainly contribute to strengthening the freeze movement. The concern about the nuclear arms race was expressed in that movement.

Original Document Source: "Missile Experimental: Interview with Randall Forsberg," November 9, 1987. Available online from Open Vault, WGBH Media, and Archives at: [http://openvault.wgbh.org/catalog/V\\_F6CC542AF94B434FBC7E1DBE45F07024](http://openvault.wgbh.org/catalog/V_F6CC542AF94B434FBC7E1DBE45F07024)



PRIMARY SOURCE ▶

5.5

## Reagan on Two Key Defense Matters

On March 23, 1983, President Reagan discussed his overall defense plans in a national TV address. These passages are from a backup copy of that address filed in the National Archives. The excerpt deals with two nuclear weapons issues that caused a great deal of controversy during his presidency. The first was his decision to go ahead with earlier plans to deploy medium-range nuclear missiles in Europe to counter Soviet SS-20 missiles already in place. The “zero-zero plan” he mentions is what he and Mikhail Gorbachev later agreed to in 1987. The second issue was his idea for a missile defense system. It would be called the Strategic Defense Initiative (SDI), and it would, he hoped, enable the U.S. to shoot down nuclear missiles in flight before they could do any harm.

**Original Document**

Another example of what’s happened: in 1978, the Soviets had 600 intermediate-range nuclear missiles based on land and were beginning to add the SS-20—a new, highly accurate mobile missile, with three warheads. We had none. Since then the Soviets have strengthened their lead. By the end of 1979, when Soviet leader Brezhnev declared “a balance now exists,” the Soviets had over 800 warheads. We still had none. A year ago this month, Mr. Brezhnev pledged a moratorium, or freeze, on SS-20 deployment. But by last August, their 800 warheads had become more than 1200. We still had none. Some freeze. At this time Soviet Defense Minister Ustinov announced “approximate parity of forces continues to exist.” But the Soviets are still adding an average of three new warheads a week, and now have 1,300. These warheads can reach their targets in a matter of a few minutes. We still have none. So far, it seems that the Soviet definition of parity is a box score of 1,300 to nothing, in their favor.

So, together with our NATO allies, we decided in 1979 to deploy new weapons, beginning this year, as a deterrent to their SS-20’s and as an incentive to the Soviet Union to meet us in serious arms control negotiations. We will begin that deployment late this year. At the same time, however, we are willing to cancel our program—if the Soviets will dismantle theirs. This is what we have called a zero-zero plan. The Soviets are now at the negotiating table—and I think it’s fair to say that without our planned deployments, they wouldn’t be there. . . .

Thus far tonight I have shared with you my thoughts on the problems of national security we must face together. My predecessors in the oval office have appeared before you on other occasions to describe the threat posed by Soviet power and have proposed steps to address that threat. But since the advent of nuclear weapons, those steps have been increasingly directed toward deterrence of aggression through the promise of retaliation. . . .

CONTINUED

PRIMARY SOURCE ▶

5.5

REAGAN ON TWO KEY DEFENSE MATTERS CONTINUED

What if free people could live secure in the knowledge that their security did not rest upon the threat of instant U.S. retaliation to deter a Soviet attack; that we could intercept and destroy strategic ballistic missiles before they reached our own soil or that of our allies?

I know this is a formidable technical task, one that may not be accomplished before the end of this century. Yet, current technology has attained a level of sophistication where it is reasonable for us to begin this effort.

*Original Document Source:* Ronald Reagan, "Strategic Defense Initiative, President's Backup Copy: Address on Defense: March 23, 1983," National Archives and Record Administration of the Ronald Reagan Presidential Library and Museum. Available online at <https://reaganlibrary.gov/documents/SDI%20speech.pdf>.



PRIMARY SOURCE ▶

5.6

## A Critique of the "Evil Empire" Speech

This passage is from a *New York Times* editorial by Anthony Lewis criticizing Ronald Reagan's famous "Evil Empire" speech to the National Association of Evangelicals on March 8, 1983. The editorial appeared in the *New York Times* on March 10, 1983.

**Original Document**

When a politician claims that God favors his programs, alarm bells should ring. That is what Ronald Reagan has just done. Speaking to the National Association of Evangelicals in Orlando, Fla., he said that belief in God should make Americans join him in opposing a nuclear freeze and pressing a vast buildup in U.S. weapons. . . .

If there is anything that should be illegitimate in the American system, it is such use of sectarian religiosity to sell a political program. And this was done not by some fringe figure, but by the President of the United States. Yet I wonder how many people, reading about the speech or seeing bits on television, really noticed its outrageous character. Our political sensibilities have become so degraded.

Primitive: that is the only word for it. . . . But it is not funny. What is the world to think when the greatest of powers is led by a man who applies to the most difficult human problem a simplistic theology—one in fact rejected by most theologians?

Original Document Source: Anthony Lewis, "Abroad at Home: Onward, Christian Soldiers," *The New York Times*, March 10, 1983. Available online at <http://www.nytimes.com/1983/03/10/opinion/abroad-at-home-onward-christian-soldiers.html>.

PRIMARY SOURCE ►

5.7

## A Polish Government Report from 1987

This is a Polish government report from August 28, 1987, titled "A Synthesis of the Domestic Situation and the West's Activity." The report deals with what it sees as an "economic crisis" in Poland. It discusses liberalization measures, growing discontent, American support for Solidarity, and opinions in the West on the situation in Poland. The report reflects the deep concerns communist leaders in Poland and elsewhere had at the time just before communist governments fell throughout Eastern Europe in 1989.

**Original Document**

A synthesis of the domestic situation of the country and the West's activity. The moods in social segments against the background of the economic situation.

—Generally, anxiety is rising due to the prolonged economic crisis. The opinion is spreading that the economy instead of improving is getting worse. As a result, an ever greater dissonance arises between the so-called official optimism of the authorities ("after all, it's better [now]") and the feeling of society.

—Criticism directed at the authorities is rising because of the "slow, inept and inconsistent" introduction of economic reform.

—Social dissatisfaction is growing because of the rising costs of living. The opinion is spreading that the government has only one "prescription," i.e. price increases. Against this background the mood of dissatisfaction is strongest among the workers.

—[The] belief is growing that the reform has not reached the workplaces, [and there is] a lack of any improvement in management and organization of work.

—Confirmations of the above moods are [the following factors:]

- a) In the period January–July 1987, there were 234 collective forms of protest, i.e. more than in the same period last year;
- b) A total of 3,353 people participated in work stoppages, while only 1,729 people participated in such stoppages last year;
- c) The role of workplace union organizations in inspiring conflicts that threaten work stoppages is rising.

CONTINUED



### Adapted Version

This is a summary of the situation inside the country, the West's activity, and the moods of various groups about the current economic situation.

—Anxiety is rising due to the prolonged economic crisis. People increasingly believe the economy is getting worse. As a result, people increasingly distrust the official optimism.

—Criticism of the authorities is rising because of the “slow, inept, and inconsistent” introduction of economic reform.

—People are increasingly angry about the rising costs of living. They feel that the government's only response is to increase prices even more. Against this background the mood of dissatisfaction is strongest among the workers.

—People are also increasingly angry that the workplace is not being reformed. They are frustrated about management and the organization of work.

—The following is some evidence of these bleak moods:

- a) From January to July this year, there were 234 more protest actions than over the same period last year.
- b) A total of 3,353 people participated in work stoppages this year. Only 1,729 people took part in such in such stoppages last year.
- c) A rising number of union-led conflicts have threatened work stoppages.

PRIMARY SOURCE ►

5.8

## An Interview with a Soviet Dissident

Natan Sharansky is a Soviet dissident who spent several years in prison for speaking up for Jews and for human rights in the Soviet Union. In 1978, he was sentenced to 13 years in the gulag, the name used for the Soviet Union's vast system of prisons and labor camps. In 1986, Sharansky was released and allowed to move to Israel, where he became an official in the government. This passage is from "The View from the Gulag," an interview with Sharansky in the June 21, 2004, issue of *The Weekly Standard*.

**Original Document**

I have to laugh. People who take freedom for granted, Ronald Reagan for granted, always ask such questions. Of course! It was the great brilliant moment when we learned that Ronald Reagan had proclaimed the Soviet Union an Evil Empire before the entire world. There was a long list of all the Western leaders who had lined up to condemn the evil Reagan for daring to call the great Soviet Union an evil empire. . . . This was the moment. It was the brightest, most glorious day. Finally a spade had been called a spade. Finally, Orwell's Newspeak was dead. President Reagan had from that moment made it impossible for anyone in the West to continue closing their eyes to the real nature of the Soviet Union.

It was one of the most important, freedom-affirming declarations, and we all instantly knew it. For us, that was the moment that really marked the end for them, and the beginning for us. The lie had been exposed and could never, ever be untold now. This was the end of Lenin's "Great October Bolshevik Revolution" and the beginning of a new revolution, a freedom revolution—Reagan's Revolution.

We were all in and out of punishment cells so often—me more than most—that we developed our own tapping language to communicate with each other between the walls. A secret code. We had to develop new communication methods to pass on this great, impossible news. We even used the toilets to tap on.

*Original Document Source:* Natan Sharansky, "The View from the Gulag" (interview), *The Weekly Standard*, June 21, 2004. Available online at <http://www.weeklystandard.com/article/5446>.



PRIMARY SOURCE ▶

5.9

## The INF Treaty of 1987

In 1987, President Reagan and General Secretary Gorbachev signed the INF Treaty. This photo shows the signing ceremony in the East Room of the White House. "INF" stands for "intermediate-range nuclear forces." These were the medium-range missiles the U.S. and the Soviets had argued about earlier in Reagan's first term as president. The INF Treaty eliminated all such weapons then deployed in Europe and the Soviet Union.



Original Document Source: White House Photographic Office, *President Reagan and General Secretary Gorbachev Signing the INF Treaty in the East Room of the White House*, December 8, 1987, National Archives and Records Administration, photograph 198588. Available online from the Reagan Library at <https://reaganlibrary.archives.gov/archives/photographs/large/c44071-15a.jpg>.



PRIMARY SOURCE ►

5.10

## Reagan Speaks to Students at Moscow University, 1988

After Michael Gorbachev became the top Soviet leader in 1985, President Reagan and he began holding “summit” meetings with each other. On a visit to the Soviet Union in May 1988, Reagan gave a speech to students and faculty at Moscow State University. It is considered one of his most famous speeches. These passages are from that speech.

**Original Document**

Americans seek always to make friends of old antagonists. After a colonial revolution with Britain we have cemented for all ages the ties of kinship between our nations. After a terrible civil war between North and South, we healed our wounds and found true unity as a nation. We fought two world wars in my lifetime against Germany and one with Japan, but now the Federal Republic of Germany and Japan are two of our closest allies and friends.

Some people point to the trade disputes between us as a sign of strain, but they’re the frictions of all families, and the family of free nations is a big and vital and sometimes boisterous one. I can tell you that nothing would please my heart more than in my lifetime to see American and Soviet diplomats grappling with the problem of trade disputes between America and a growing, exuberant, exporting Soviet Union that had opened up to economic freedom and growth. . . .

Is this just a dream? Perhaps. But it is a dream that is our responsibility to have come true.

Your generation is living in one of the most exciting, hopeful times in Soviet history. It is a time when the first breath of freedom stirs the air and the heart beats to the accelerated rhythm of hope, when the accumulated spiritual energies of a long silence yearn to break free. . . .

We do not know what the conclusion of this journey will be, but we’re hopeful that the promise of reform will be fulfilled. In this Moscow spring, this May 1988, we may be allowed that hope—that freedom, like the fresh green sapling planted over Tolstoi’s grave, will blossom forth at least in the rich fertile soil of your people and culture. We may be allowed to hope that the marvelous sound of a new openness will keep rising through, ringing through, leading to a new world of reconciliation, friendship, and peace.

*Original Document Source:* Ronald Reagan, “Remarks and a Question-and-Answer Session with the Students and Faculty at Moscow State University,” in *The Public Papers of the President: Ronald Reagan, 1981–1989*, May 31, 1988. Available online from the Reagan Library at <http://www.reaganlibrary.archives.gov/archives/speeches/1987/061287d.htm>.

## Communicating Results and Taking Action

### Communicating Results

- ◆ Write a brief essay explaining what developments in the Soviet Union from 1981 to 1988 might have led Reagan to change his tone and approach to the Soviet Union during those years. In your essay, analyze at least three of the primary sources for this lesson and use them as evidence to support your conclusions.
- ◆ In a small group, read and discuss Primary Source 5.10. In your discussion, consider events in Russia and the world since 1988. Find one or two relevant news stories to discuss. Then address the following question: “Do you think Reagan’s optimistic tone in Primary Source 5.10 was foolish, or might it still be considered realistic today?” Your group should arrive at an answer and prepare a brief presentation to the class. The presentation should summarize your group’s views and relate them to the news stories you have discussed.
- ◆ In a small group, discuss Primary Sources 5.2., 5.3, 5.4, 5.6, and 5.8. Each student should take the part of Lech Wałęsa, Ronald Reagan, Randall Forsberg, Anthony Lewis, or Natan Sharansky. Do further research into these five individuals. Then prepare and perform a brief role-play discussion about Reagan and his policies in the last years of the Cold War.

### Taking Action

- ◆ On November 9, 1989, the communist government of East Germany announced that its citizens could visit West Germany and West Berlin. Within hours, thousands of East Germans climbed over the Berlin Wall freely for the first time since it was built in 1961. More than any other, this event marked the approaching end of Soviet communist control over Eastern Europe. Interview older family members and friends and record their memories of the fall of the Berlin Wall. Ask those interviewed what they remember and what they felt about the meaning and significance of that historic event. Compile these stories into a report and send it to local newspapers or other print or digital outlets and urge these outlets to publish it.
- ◆ Based on your work in the previous assignment, use social media to share with others some of the interview accounts collected. Ask those contacted in this way to comment on these accounts and share their own ideas as to the meaning of the events of November 9, 1989.

## Reagan and the Russians Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
<b>Focus</b>	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
<b>Research</b>	Refers to some sources but fails to connect these in a way relevant to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
<b>Development and Use of Evidence</b>	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
<b>Content</b>	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in-depth its relation to the overall task
<b>Conventions</b>	Demonstrates only limited control of standard English conventions, with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions with few errors and a use of language appropriate to the audience and the purpose of the task

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