

The Cold War

Analyzing Visual Primary Sources

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Printed in the United States of America

ISBN 1-56004-273-7

Product Code: ZP316

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Introduction

Primary sources are the building blocks of history. Using these sources to introduce students to historical periods offers students the opportunity to become historians themselves—to analyze the evidence, form hypotheses, and learn how to support arguments based on evidence. They learn what it means to interpret the past in ways that provide meaning for the present. Textual primary sources can often be difficult for students to engage with because they are often couched in unfamiliar language from a different historical era. Visual primary sources can prove more appealing and accessible to students, and they also involve different types of “reading” skills.

How to Use This Product

This PowerPoint® presentation is designed to walk students through the process of primary source interpretation. Slides help to focus students’ attention and train them how to “read” visual primary sources. Targeted questions and enlarged insets from images help to train students to see deeper into the historical record, to uncover evidence that, though plainly before their eyes, is not always obvious at first glance.

The posters provide visual reinforcement for the images analyzed in the presentation. Use them before or after the PowerPoint® analysis for either pre- or post-reading activities. In addition, we have provided extra images on each disc so that once the students are trained in the skills of analyzing visual primary sources they can further hone their skills. You can print them out and distribute as handouts for in-class or independent study, or you can import the images into PowerPoint® for students to analyze individually or with the class as a whole.

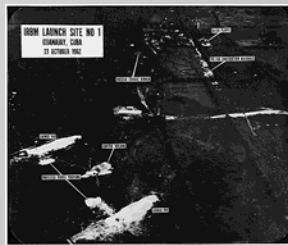
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Dr. Aaron Willis
Chief Education Officer
Social Studies School Service

The Cold War Era



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In April of 1945, American and Soviet forces met at the Elbe River at the close of World War II in Europe. While the triumph of the Allies ended the threat of Nazi Germany, a new threat emerged between the two former allies—a “cold war” in which the two sides didn’t actually shoot at each other but instead sought to thwart each other’s goals and ambitions over the next half century.

Soon after World War II, the Soviets established a series of “satellite nations”—countries that had been “liberated” by the Soviet army as it marched towards Berlin and were now dominated by it. The U.S. responded with a policy of “containment” to prevent further expansion of Soviet influence in Europe, while former British Prime Minister Winston Churchill claimed that an “iron curtain” had descended across the continent of Europe. Not only did communism threaten Europe, but Asia as well. Mao Zedong’s communist forces took control of mainland China, and United Nations forces led by American troops fought to a stalemate in Korea. Later, U.S. forces would also fight a prolonged war against communist aggression in South Vietnam.

At home, Americans built fallout shelters in preparation for the nuclear attack they were certain was imminent. Western European nations and the U.S. formed NATO, while the Communist Bloc nations created the Warsaw Pact. The U.S. and U.S.S.R. also entered a “space race” to see who could build the biggest missiles and also put the first man on the moon. By the late 1980s, however, the Cold War had wound down. The selection of Mikhail Gorbachev as the head of the U.S.S.R. led to reforms, including *glasnost* (openness) and *perestroika* (restructuring). Eventually, the Warsaw Pact fractured, communist regimes in Eastern Europe fell, the Berlin Wall came down in 1989, and by 1991 the U.S.S.R. had dissolved.

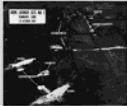
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- The Berlin Airlift



- The Korean War



- Cuban Missile Crisis



- Cold War Culture



- Fall of Communism

The Berlin Airlift

- West Berlin surrounded by Soviet-controlled East Germany
- Stalin closed road and rail access to West Berlin
- U.S. and British forces begin airlift to supply West Berlin with food and other staples
- Blockade lasted 327 days
- Germans no longer saw Allies as enemies, but as friends
- Soviets realize blockade ineffective

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At the end of World War II, the nations which fought to defeat Nazi Germany debated over whether to reunify the country. At the end of the war, the nation was divided into four zones of occupation, with the U.S., France, Great Britain, and Soviet Union each holding a zone. The city of Berlin was also divided into zones, with the entire city of Berlin contained within the Soviet zone of occupation.

Josef Stalin, the Soviet premier, thought he saw an opportunity to take control of the entire city by closing all road and rail access routes into West Berlin and starve the city into submission. However, one route into and out of the city that the Soviets could not control were the air corridors into Berlin. U.S. and British planes began flying food and other supplies into the city to keep it from falling into Soviet hands. For the next 327 days, planes flew in everything from food, to medicine, to coal, to Christmas presents for the beleaguered citizens of the German capital.

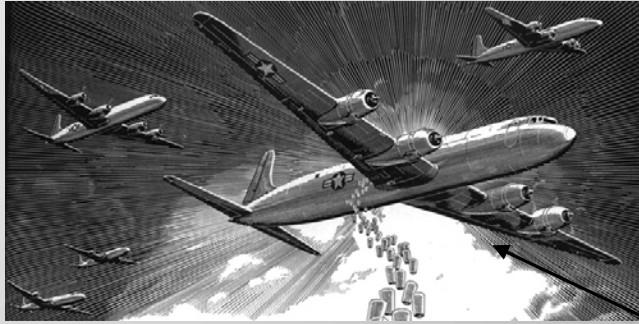
The outcome of the airlift was twofold. The Soviets saw that the blockade had failed and decided to end it, reopening the rail and road routes. In addition, attitudes between the Allies and their former enemies changed substantially. The Germans, Americans, and British became friends and allies against Soviet oppression.



The Berlin Airlift

Give students approximately one minute to view the picture, then proceed to the following slides.

Analyzing Visual Primary Sources



What do you think the significance is of the planes and the formation of the planes?



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It is possible that the artist who created the graphics recalled what formations of bombers looked like over cities like Berlin during World War II. The artist might have wanted to force the reader to consider that planes similar to these bombed targets in Berlin at one point, but now the same planes were serving as an “army of democracy” to protect West Berlin from communist aggression.

Analyzing Visual Primary Sources



Why might the artist have portrayed glasses of milk in the manner shown?



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The artist most likely wanted to use a more graphical representation of the cargo being dropped by the planes in the airlift. However, the artist also probably wanted to contrast the bombs dropped on Berlin by similar planes just a few years earlier with the supplies they now dropped to help the residents of Berlin, including milk for children.

Analyzing Visual Primary Sources



- How would you characterize the expression on the girl's face?
- Why might it have been important to show this?



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From the appearance in the ad, the girl's expression is one of gratitude. The artist most likely wanted to make a connection with the impact that the airlift had on ordinary citizens of Berlin, who—in the artist's view—would have shown gratitude for not only receiving needed supplies (such as milk) but also for saving them from communism.

Analyzing Visual Primary Sources



What does this statement refer to?



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The statement tries to make a comparison between the weapons used to save democracy during World War II (bullets, bombs, artillery shells, and so on), and the “food weapons” used by the Americans and British to maintain democracy in West Berlin and assist the citizens of Berlin in resisting communist aggression and a loss of democratic freedoms.

Analyzing Visual Primary Sources

**Supplied by air transport alone, 2½ million
Berliners sample a new way of life**

- In today's diplomatic Battle for Berlin, hope for democracy is being kept alive for millions in Western Europe by the U. S. Air Force.

- What does the headline of this paragraph refer to?
- How might the Air Force have been instrumental in the “diplomatic Battle for Berlin”?



9

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The author probably felt that not only did the airlift provide Berliners with access to supplies needed for survival, but that U.S. planes brought Berliners into contact with American culture as well. In several instances, American GIs who had served in Europe brought new ideas and products from Europe back to the States, so it might be inferred from the picture that the “cultural exchange” went both ways.

The first paragraph of the text of the ad asserts that the U.S. Air Force, through the airlift, was instrumental in or responsible for keeping West Berlin safe from falling to the Soviets.

Analyzing Visual Primary Sources

into Berlin since last June. This impressive feat has strained to the limit our resources in air transport. *It has shown why cargo planes in sufficient numbers must be considered essential to any modern military defense program.*

What significance does this statement have in regard to the airlift and national defense?



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The Cold War was an effort by both the Soviet Union and U.S. to try and limit the goals and influence of the other. In this instance, the author might have been noting that the United States succeeded in limiting Soviet influence in West Berlin by using cargo planes to support and supply the city and therefore made it possible for West Berlin to resist a potential Soviet takeover. In addition, the author might have considered that U.S. cargo planes would have to be used to move military supplies and troops if there were an escalation of the conflict and it became necessary to further reinforce Berlin by weapons and troops.

Analyzing Visual Primary Sources

- Who created this source?
- How can you tell?
- What is the overall message this source tries to convey?



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This is an ad for Douglas Aircraft, whose cargo planes helped break the blockade of Berlin. The overall message here is that Douglas planes represent a crucial weapon in the fight for democracy, and (by implication) that America needs more planes from Douglas.

Analyzing Visual Primary Sources

- Why might this source have been created?
- Who do you think the intended audience for this source might have been? (Hint: It appeared in *Fortune* magazine.)



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This source was most likely created to build widespread popular and political support for Douglas Aircraft. The company wanted to make sure that the general public knew that Douglas planes were involved in the airlift. The fact that the ad appeared in a magazine like *Fortune*, which had a large general circulation, probably meant that Douglas wanted ordinary citizens to view the ad and then place pressure on their senators and representatives to hand out defense contracts to Douglas, rather than to other aircraft manufacturers.

Analyzing Visual Primary Sources

- What sorts of feelings might the average American living at the time of the airlift have had after viewing this ad?
- Why do you believe they might have felt that way?



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Most Americans would have probably felt a sense of pride in accomplishment that America helped the residents of Berlin resist Soviet aggression. They might also have felt a sense of relief that American military and airpower seemed significantly superior to that of the Soviet Union. Other Americans might have felt a sense of pride in the humanitarian and charitable aspects of the airlift (i.e., assisting a former enemy by providing them with food and medical supplies). However, it's most likely that people would have helped solidify growing sentiment in the U.S. against communism in general and the Soviet Union in particular.

The Korean War

- June 1950: North Korea invaded South Korea
- United Nations assisted South Korea; Soviets assisted North Korea
- Truman sent in U.S. troops
- Some 16 nations ended up sending troops to fight in Korea
- Early successes for each side, then a stalemate once China entered the war
- Armistice signed in 1953

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In 1950, the Cold War became “hot” when communist North Korea, with Soviet backing, invaded U.S.-supported South Korea. The U.S. had reduced its troop commitment in the South, and the Soviet Union believed that it would be a simple matter to overrun the South and reunite all of Korea under a communist government. However, within days South Korea petitioned the United Nations for assistance in resisting the North’s invasion. With the Soviet Union boycotting the UN Security Council over its banning of communist China, the Security Council passed the resolution. The United States, along with some 16 other nations, sent troops to assist South Korea.

Leading the UN forces was General Douglas MacArthur, the hero of the Pacific theater in World War II. In the early days of UN involvement, the North was nearly unstoppable, forcing the UN troops all the way to Pusan, in the southeast of the Korean peninsula. However, MacArthur’s brilliant landing at Inchon pushed the North Koreans back above the 38th parallel. MacArthur, however, did not want to stop there. UN forces pushed opposing troops all the way up to the border between North Korea and China along the Yalu River. The Chinese, concerned that the UN forces might invade their country as well, entered the fight, forcing the UN troops back below the 38th parallel.

A bloody stalemate ensued. The war, along with his dismissal of MacArthur, caused Truman’s popularity to spiral downward, and he chose not to run for re-election in 1952. General Dwight Eisenhower, who had led the Normandy invasion on D-Day, became the Republican nominee, and promised to “go to Korea” if he emerged victorious in the election. “Ike” won, and in 1953 an armistice was signed, ending the fighting. The war ended in a stalemate, with the new boundary between North and South Korea almost exactly what it had been before June of 1950.

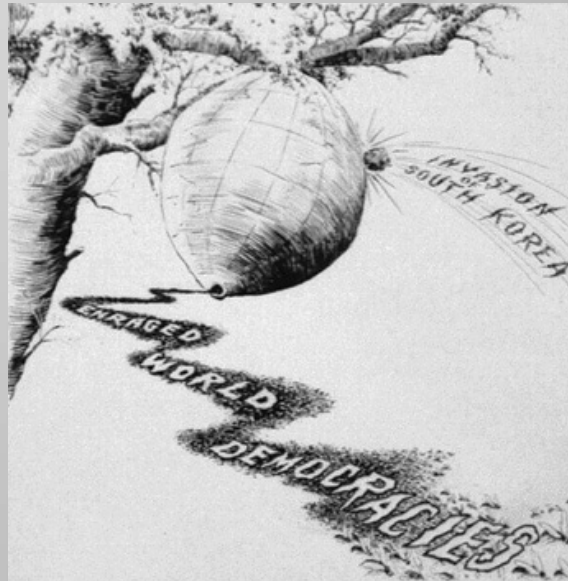


The Korean War

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Give students approximately one minute to view the cartoon, then proceed to the following slides.

How does the cartoonist's drawing depict the Korean conflict?

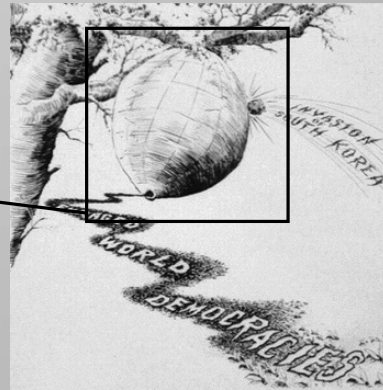
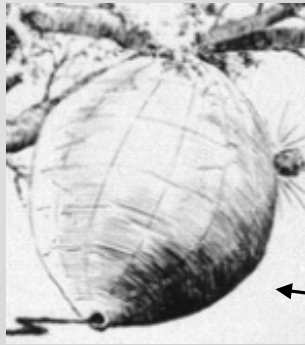


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In the drawing, the cartoonist likens the Korean conflict to someone hitting a hornet's nest with a rock, enraging the hornets inside (in this case, the "hornets" are the democracies of the world).

Analyzing Visual Primary Sources



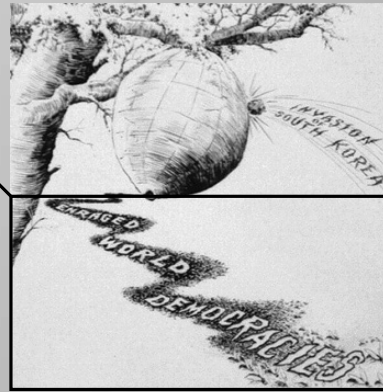
What symbolism do you see in how the cartoonist drew the hornet's nest?

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While hornets' nests are generally spherical in nature, the cartoonist also added lines that made it appear similar to a latitude and longitude grid, thus leading the viewer to interpret that the nest is the world, and that North Korea's invasion of the South had disrupted the whole world community.

Analyzing Visual Primary Sources



- Who do the hornets represent?
- Why do you think the cartoonist called them “enraged”?

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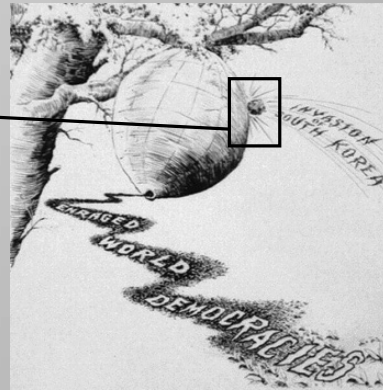
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The cartoonist probably used the word “enraged” both because people would describe hornets whose nest had been disturbed as “enraged” and also because he felt that the democracies of the world were angered and outraged that another democratic nation, South Korea, had been invaded by one communist nation (North Korea) backed by another communist nation (the Soviet Union).

Analyzing Visual Primary Sources



In the cartoonist's view, who do you believe threw the "rock" which stirred up the hornet's nest?



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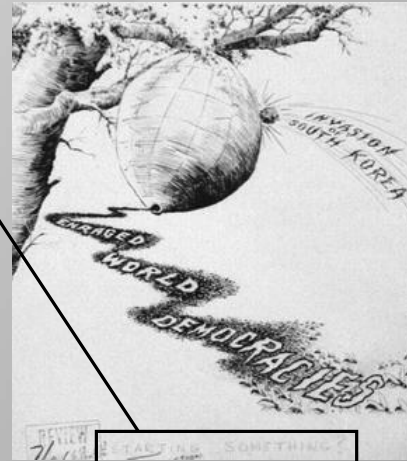
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The cartoonist doesn't actually point to one group or nation as the "rock thrower." However, the implication is that it came from either North Korea or possibly from the USSR, since North Korea probably couldn't have invaded the South without the assistance of the Soviet Union. It's possible to interpret the cartoon as implying that the Russians deserved their share of the blame for disrupting world peace.

Analyzing Visual Primary Sources

STARTING SOMETHING?

Why might the cartoonist have selected “Starting Something?” as the title for the cartoon?

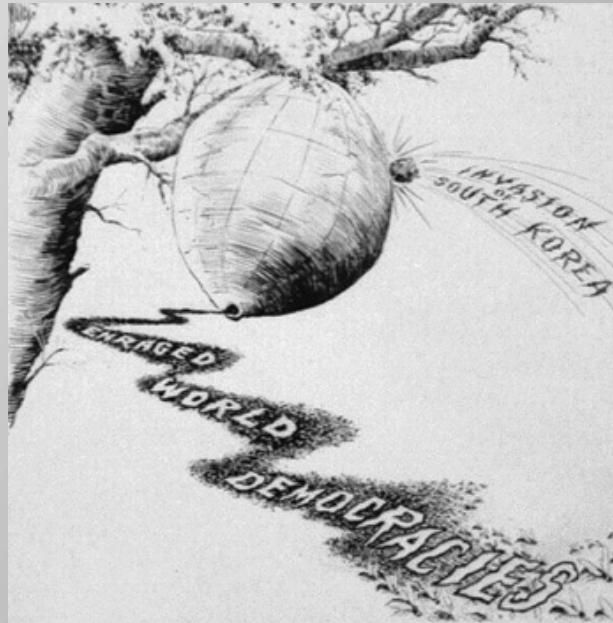


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In the early days of the Korean War—especially with the introduction of United Nations forces and the backing of North Korea by the Soviet Union—many worldwide saw the conflict as one that could possibly escalate into World War III. “Starting Something” could refer to this fear. In addition, by the start of the Korean War, both the United States and Soviet Union had developed nuclear weapons, and some feared that a new international conflict would inevitably lead to the use of nuclear weapons. “Starting Something?” might have highlighted those concerns as well.

What action does the cartoonist imply the “enraged world democracies” will take?



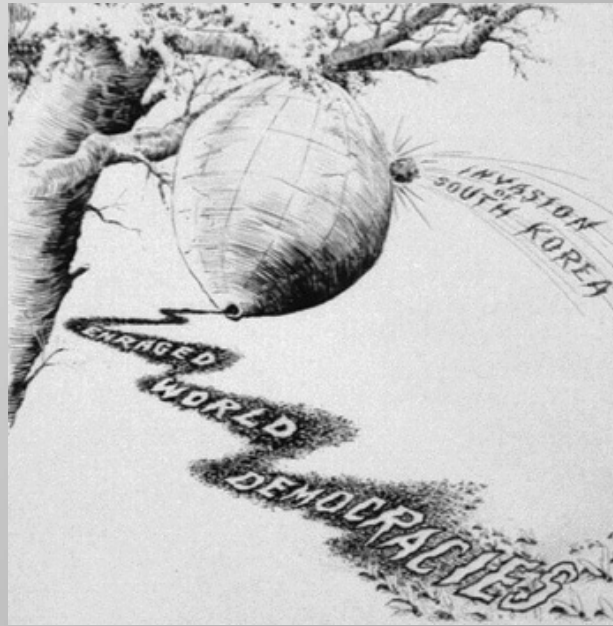
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In the past, democratic governments such as the United States had been relatively slow to take action, such as in World War I and World War II. However, these nations ultimately did move to protect and maintain their way of life and systems of government. At the outset of the conflict in Korea, many probably believed that a similar international response would occur. To symbolize this, the cartoonist drew the democracies of the world as hornets that would respond aggressively against an attack; thus, he felt that the democracies of the world would bring pain and destruction to anyone who tried to destroy another democratic society.

Analyzing Visual Primary Sources

Do you think the artist supported the U.S. and United Nations policies regarding South Korea?



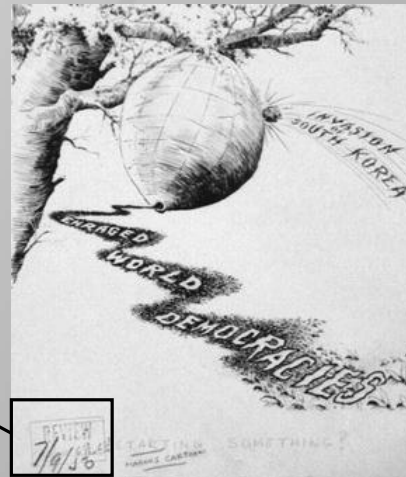
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A number of indicators may lead the reader to conclude that the artist supported UN and U.S. policies. For example, the cartoon highlights the response of the world democracies against the invasion of South Korea. Also, even though the rock labeled “invasion of South Korea” appears small compared to the much larger hornets’ nest, the cartoon implies that the invasion of South Korea still disrupted world order and peace. The artist most likely would have seen the UN response as a just measure by “enraged world democracies,” and probably would have supported it.

Analyzing Visual Primary Sources

How might the date the cartoon was released affect how the cartoon might have been interpreted by the average American?



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The date written on the cartoon is July 9, 1950 (while it doesn't necessarily mean the cartoon was released on that date, it was probably the approximate date). The invasion of South Korea began in late June, so most Americans at the time had only the most basic details about the war and American involvement in it. As would occur with similar conflicts later on in American history (such as Vietnam and the two Gulf Wars), initial popular support for American involvement was probably very high, and the average American most likely would have agreed with the cartoon. However, as the war dragged on and it appeared more likely that the conflict would develop into a long, protracted affair, fewer people would have supported the interventionist position that this cartoon advocated.

The Cuban Missile Crisis

- U.S.S.R. placed long-range nuclear missiles in Cuba
- Soviet missiles detected by U-2 “overflights”
- U.S. initiated “quarantine” to stop further missiles
- World teetered on brink of nuclear war
- Soviets eventually removed missiles after Kennedy pledged not to invade Cuba
- Kennedy also made a “secret deal” to remove U.S. missiles in Turkey

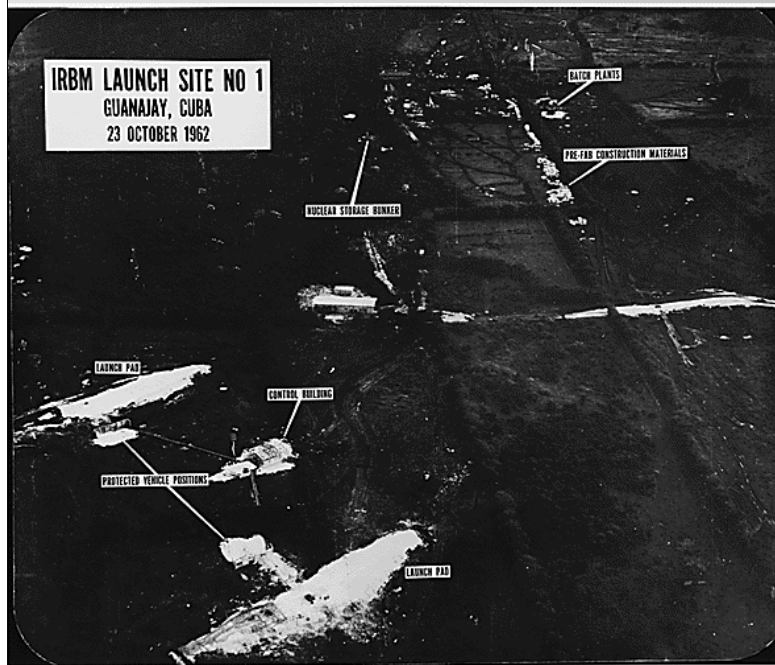
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In the late 1950s, Fidel Castro established a communist dictatorship in Cuba, a small island only about 90 miles from the United States. The Eisenhower and Kennedy Administrations sought to limit Castro's influence or remove him from power, while the Soviet Union regarded the presence of a communist nation so close to the United States as a major tactical and propaganda coup. The failed Bay of Pigs invasion in 1961—which the U.S. had backed—had already placed Cuba at the center of Cold War tensions and strained U.S.-Soviet relations.

In 1962, the Soviet Union began an aggressive program to place long-range nuclear weapons in Cuba. In October, American U-2 spy plane photographs revealed these missiles. The Kennedy Administration immediately sought to find a way to stop further missile shipments, as well as force the Soviets to dismantle missiles already aimed at the U.S.—but without starting an all-out nuclear war. After initially planning a surprise air attack on the missile sites, Kennedy and his group of advisors decided to institute a “quarantine”—a blockade of Cuba to stop further shipments of weapons. The U.S. hoped the move would place international pressure on the Soviets to back down. The UN did call an emergency meeting of the Security Council, but no resolution to the crisis emerged and the world teetered on the brink of nuclear war.

Soviet Premier Nikita Khrushchev, fearful that the situation would turn the Cold War into a “hot” one, had the Soviet ships headed toward the blockade line stop, then turn around and head back home. He also offered Kennedy a compromise: the Soviets would remove the missiles if the United States promised not to invade Cuba. However, before Kennedy could reply, the Soviets also demanded that the U.S. remove missiles in Turkey pointed toward the U.S.S.R. While Kennedy could not publicly agree to this demand, the U.S. secretly assured the Soviets that the missiles in Turkey would be removed within six months after the Russians removed their missiles. Eventually, the U.S. publicly agreed not to invade Cuba, the Soviets removed the missiles, and the crisis ended.



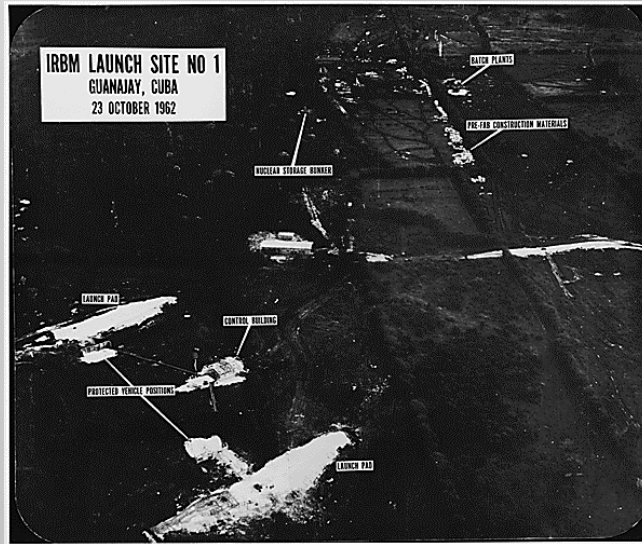
The Cuban Missile Crisis

25

Give students approximately one minute to view the photo, then proceed to the following slides.

Analyzing Visual Primary Sources

- What is this a picture of?
- Who might have taken the picture?
- What does the picture show?



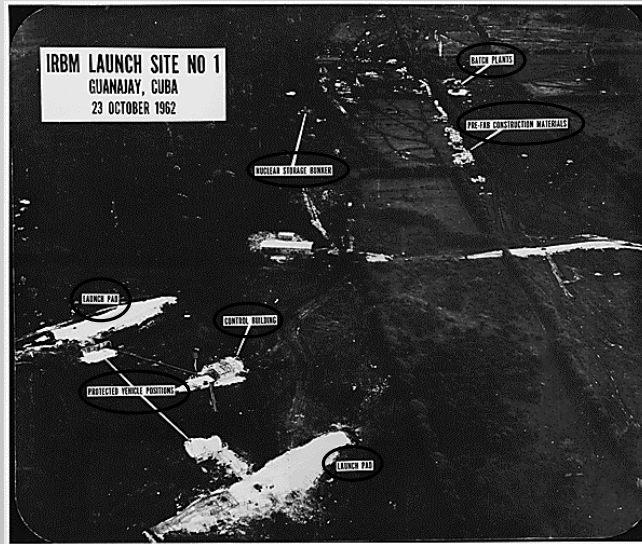
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This is a picture of a Soviet missile base located at Guanajay, Cuba. The picture was taken by a U.S. U-2 spy plane. The picture indicates that nuclear missiles and missile launch sites had either been constructed or were under construction in Cuba.

Analyzing Visual Primary Sources

- What items are labeled in the photo?
- Do these elements resemble their descriptions?



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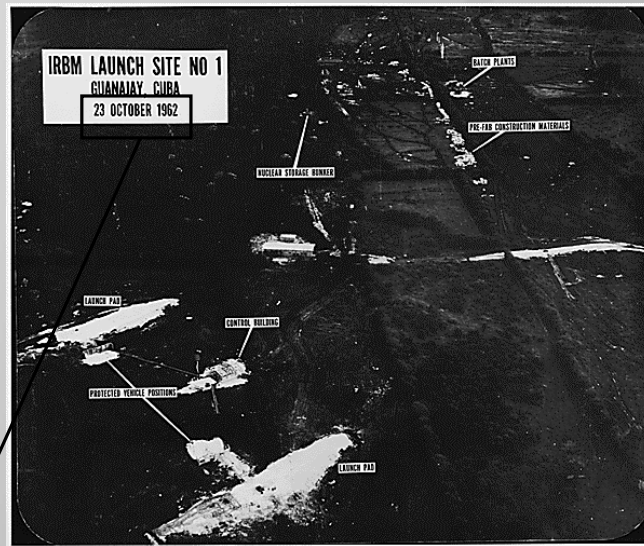
The labels are:

- launch pad
- Control building
- Protected vehicle positions
- Nuclear storage bunker
- Batch plants
- Pre-fab construction materials

The U-2 surveillance plane took pictures of suspected missile installations from an altitude of several miles. Special photographic analysis equipment, as well as trained specialists, were needed to correctly identify possible missile installations from each photo. It's doubtful that untrained eyes could have accurately made out the various installations and elements included in this photograph.

Analyzing Visual Primary Sources

What do you think is the significance of the date of the photograph?



23 OCTOBER 1962

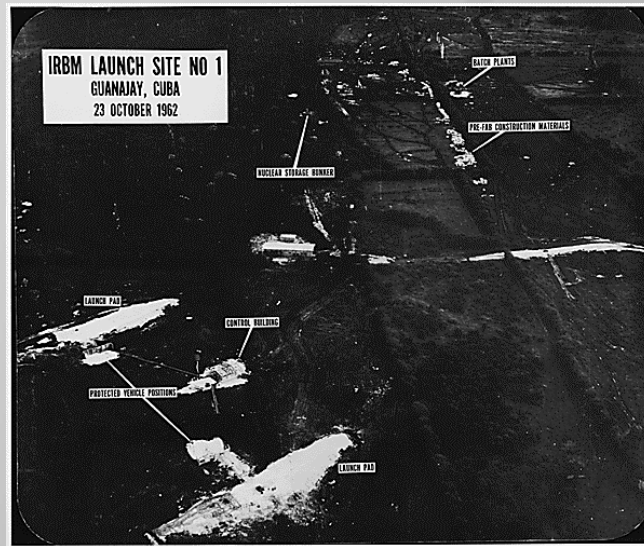
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October 23 was the midpoint of the crisis: it was the date on which President John F. Kennedy signed the order putting the “quarantine” of Cuba into effect. The photograph may have therefore been used as evidence in support of the blockade.

Analyzing Visual Primary Sources

How might ordinary Americans at the time have reacted upon seeing this picture?



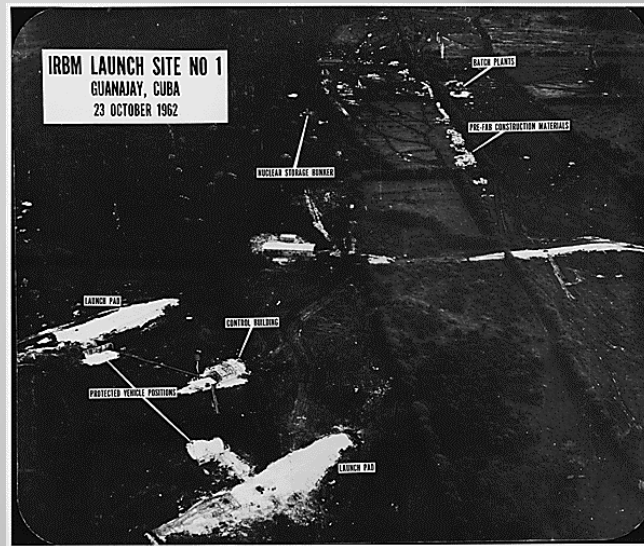
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Many who viewed the photo most likely would have believed that the threat of nuclear attack from Cuba was imminent. Some might have panicked—as did many Americans at the time—and went out to stock up on supplies and buy fallout shelters.

Analyzing Visual Primary Sources

How do you think this photo might have influenced President Kennedy's decision-making process?



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During the crisis, many historians suggest that Kennedy exercised restraint in dealing with the Soviet threat. While such photos may not have specifically given Kennedy a sense of security or a sense of alarm, they may have given him some idea of the length of time he had in which to act.

Possibly Kennedy's biggest concern was what the Soviet government would do should he authorize military action to neutralize the missile threat. Photos such as this one may have indicated to him that best course of action was to deal with the crisis diplomatically, rather than militarily.

S31

Cold War Culture

- Ordinary Americans became fearful
- U.S. and Soviet H-bomb tests prompted many to build fallout shelters
- U.S. Government promoted “winnable nuclear war”
- Popular movies and books also highlighted fears of a Soviet takeover

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As the Cold War deepened, many ordinary Americans experienced paranoia regarding the possibility of nuclear attack and/or a possible communist takeover. This paranoia was inflamed by government investigations which attempted to find communist infiltration in almost every American institution, from the U.S. Army to the motion picture industry.

As both the U.S. and U.S.S.R. accelerated the arms race by testing more powerful hydrogen bombs in the late 1940s and early 1950s, some felt that nuclear war was inevitable. In order to prepare for this, many built backyard “fallout shelters” which they felt would protect them against attack. The U.S. government, wanting to maintain a high level of morale, created a large number of “how-to” materials for the general public, including instructions on how to supply fallout shelters and training films to teach children how to “duck and cover” to protect themselves from the effects of a hydrogen blast.

Even the popular books and movies of the period highlighted the possibility of a communist takeover and the Cold War fears of many Americans. One such film, “Invasion of the Body Snatchers,” was on the surface about an invasion of extraterrestrials, but it also functioned as a Cold War parable. In the movie, giant seed pods from space created human replicas that lacked souls. Since many in the West felt that communist regimes stripped people of their individuality, several critics and historians have identified Cold War parallels in the movie. Another film, “Fail Safe,” cooked up a scenario in which a computer malfunction leads a U.S. plane to mistakenly drop a nuclear bomb on Moscow. To avert all-out nuclear war, the U.S. president agrees to bomb New York City.



Cold War Culture

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Give students approximately one minute to view the photo, then proceed to the following slides.

Analyzing Visual Primary Sources



In what year do you think this picture might have been taken?

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The photo doesn't provide any evidence that pinpoints the specific year in which it was taken. However, based on the fashions and hairstyle of the woman in the picture, we can guess that the photo was probably taken sometime during the late 1950s or early 1960s.

What does this symbol signify?

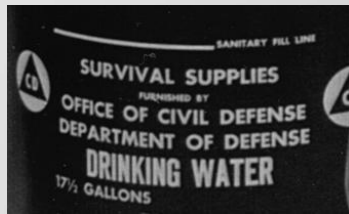


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The emblem was a common sign that designated fallout shelter availability. The idea behind the sign was that people who were away from their homes would know where public fallout shelters were located in case of attack during the work or school day, or if persons were shopping in a downtown area or mall.

Analyzing Visual Primary Sources



- Who created this photo?
- How can you tell?



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Printed on the water canister are the words “Office of Civil Defense” and “Department of Defense.”

Why might the federal government have wanted to publicize fallout shelters?



37

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The Department of Defense may have determined that it was necessary to not only develop strategies and plans for checking Soviet military aims, but also to ensure that as many Americans as possible could survive a nuclear attack.

Analyzing Visual Primary Sources

- What is the subject of the poster?
- How might people at the time have interpreted this?



38

Social Studies School Service: www.socialstudies.com

Although the woman's hand partly obscures the lettering on the poster, it's fairly easy to see that the title of the poster is "Your Government Is Now Stocking Public Fallout Shelters With." People who saw the title of the poster might conclude that if the federal government was developing a program of stocking public fallout shelters, there was an element of security and safety involved, and that might ease public fears about whether people could survive a nuclear attack.

What kits or supplies are featured on this poster?



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39

Based on what can be seen in the display, the kits and supplies included “Food Supply,” “Medical Kit,” “Sanitation Kit,” and “Water Storage.” Although it cannot be totally seen in the display, based on the letters visible, as well as on the drawings, the last category most likely dealt with measuring radioactivity.

Analyzing Visual Primary Sources

What do you think the items stacked in front of the poster are?



40

Social Studies School Service: www.socialstudies.com

Not all the items are readily identifiable, but the Geiger counter on the table is easily seen. Most likely, the small vials and bottles on the table might have been used as part of the medical kit or sanitation kit. It is possible that there were penlight flashlights on the table as well.

Analyzing Visual Primary Sources



How does the use of the attractive woman as a model affect the theme of the picture?

41

Social Studies School Service: www.socialstudies.com

The theme of the picture is quite serious—surviving a nuclear attack. However, the use of the model makes the photo look more like traditional advertising. This may have been unintentional (after all, marketers have used pretty women to push their products throughout the history of advertising), or it may have been a way to make people view fallout shelters and supplies as just another consumer necessity that people needed to purchase. In other words, the use of a traditional advertising tactic might have had the effect of ultimately making the general public more prepared to survive a nuclear attack.

Analyzing Visual Primary Sources

- What do you think the underlying message of the photo is?
- Why would this message have been important to convey?



42

Social Studies School Service: www.socialstudies.com

The creators of the poster probably wanted to convince anyone seeing the photo that by getting to a fallout shelter (or by building and stocking one's own shelter), their chances of surviving a Soviet nuclear attack were good, if not excellent. This would serve to encourage people to educate themselves as to where public fallout shelters were located, as well as possibly to encourage them to build their own shelter.

The creators of the poster and the photo might also have released this poster in order to boost morale. Had most Americans known or believed that a nuclear war wasn't winnable, they might not have been as willing to support expenditures of tax money to develop weapons systems or expand defense programs.

The End of the Cold War

- Gorbachev became leader of Soviet Union
- Instituted policies of *glasnost* and *perestroika*
- Soviets sought to reduce military spending and reform their economy
- Pro-democracy forces eventually dissolved the Soviet Union
- Commonwealth of Independent States formed
- (George H.W.) Bush and Yeltsin announced end to Cold War

43

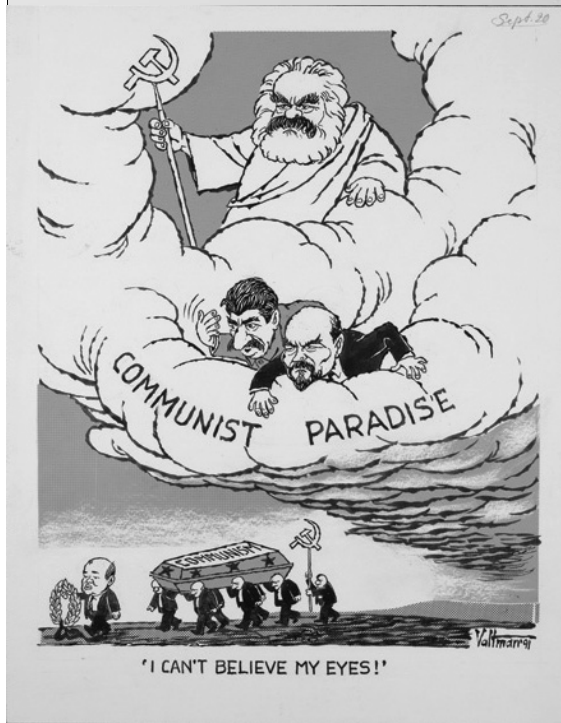
Social Studies School Service: www.socialstudies.com

By the late 1980s, significant changes were taking place in the Soviet Union and Communist Bloc nations. Unable to advance economically under communism, the Soviet state found itself forced to deal with economic inefficiency and recession.

In 1985, Mikhail Gorbachev was named the General Secretary of the Soviet Communist Party. In an attempt to solve his nation's problems, he instituted a policy of *glasnost*, or "openness," which allowed for open criticism of the Soviet system, as well as for freedom of the press. He also instituted *perestroika* (meaning "restructuring"), a series of reforms that would allow for less government control of the economic system, more private enterprise, and a more democratic government for the Soviet Union.

Throughout the rest of the decade and into the early 1990s, several Soviet states became independent from the U.S.S.R. Gorbachev resigned as Soviet premier, and the Soviet Union dissolved into a loose federation called the Commonwealth of Independent States. By 1992, U.S. President George H.W. Bush and new Russian President Boris Yeltsin jointly announced the end of the Cold War, and the next year they signed a treaty which decreased both nations' nuclear weapons by two-thirds.

As the Soviet Union itself collapsed, so did many of the "satellite" nations which had been under Russian control. In November of 1989, the East German government officially opened the Berlin Wall, opening free passage in the city for the first time since 1961.



The End of the Cold War

44

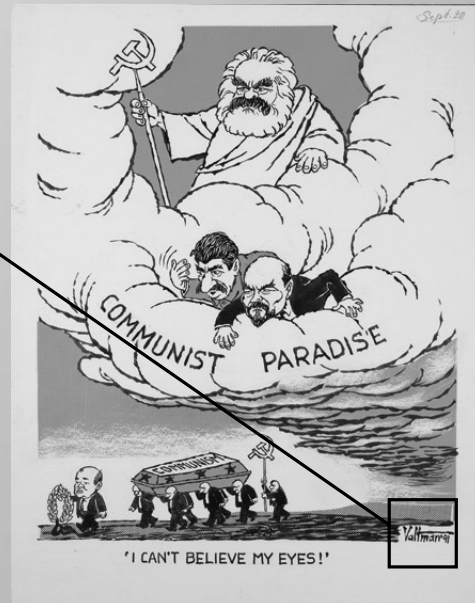
Give students approximately one minute to view the cartoon, then proceed to the following slides.

Analyzing Visual Primary Sources

Valtman '91

Based on the signature of the cartoonist, this cartoon was published sometime during 1991.

What event do you think inspired the cartoonist to draw this work?

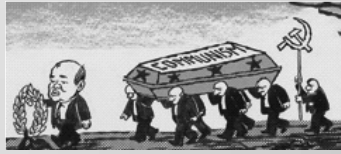


45

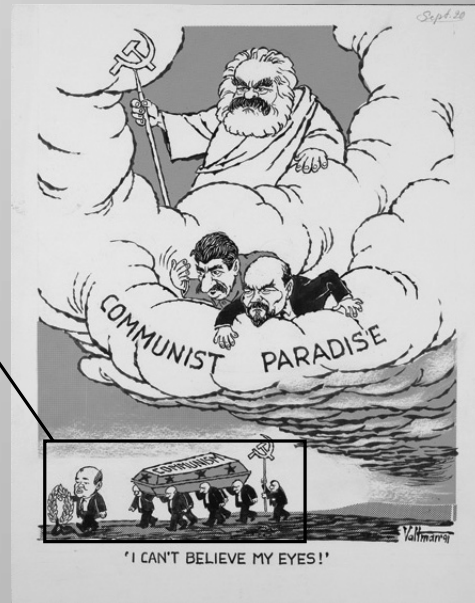
Social Studies School Service: www.socialstudies.com

By 1991, it had become evident that the Soviet Union was on the verge of collapse and the Cold War was close to ending. The cartoonist possibly wanted to commemorate the inevitable collapse of communism by drawing a cartoon that would show that communism did not evolve or survive as the original architects of the communist idea believed it would.

Analyzing Visual Primary Sources



- Who is the man shown carrying the wreath?
- What are the men carrying behind him?
- What is the symbolism of this?



46

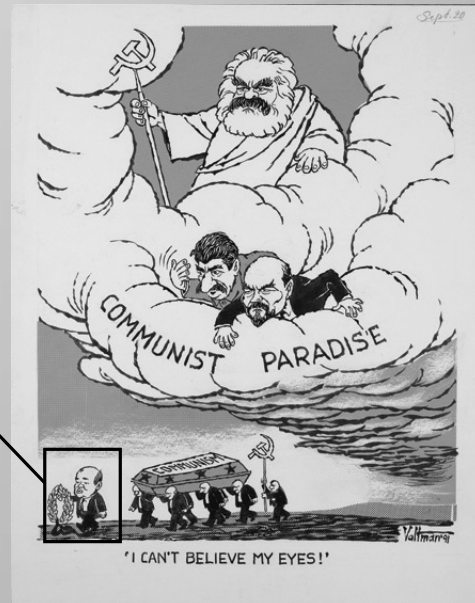
Social Studies School Service: www.socialstudies.com

The man carrying the wreath is Mikhail Gorbachev. The men behind Gorbachev are acting as pallbearers carrying a casket labeled "communism." The artist wanted to depict Gorbachev as leading the procession signifying the end of communist domination in the Soviet Union. While none of the other "pallbearers" are identifiable by name, they are probably members of the Soviet Politburo who assisted Gorbachev in his policy of *perestroika*.

Analyzing Visual Primary Sources



In your view, what role did the artist want Gorbachev to play in the cartoon?



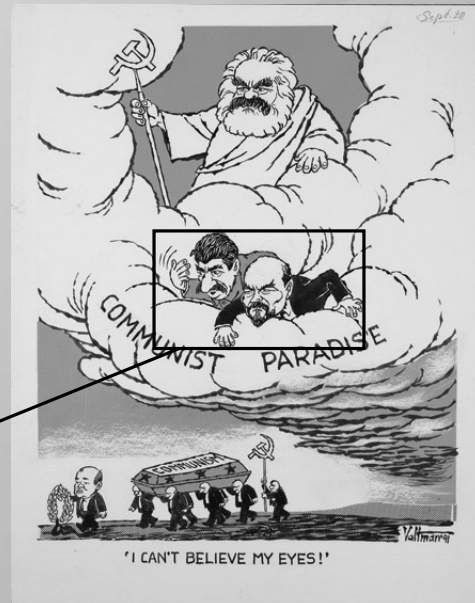
47

Social Studies School Service: www.socialstudies.com

The cartoonist placed the caricature of Gorbachev in the position of leading the funeral procession for communism. The obvious inference here is that Gorbachev is the one most responsible for the “death” of communism.

Analyzing Visual Primary Sources

- Who are the men depicted in this inset?
- What emotions do you think the cartoonist wanted to have the two portray through their facial expressions?



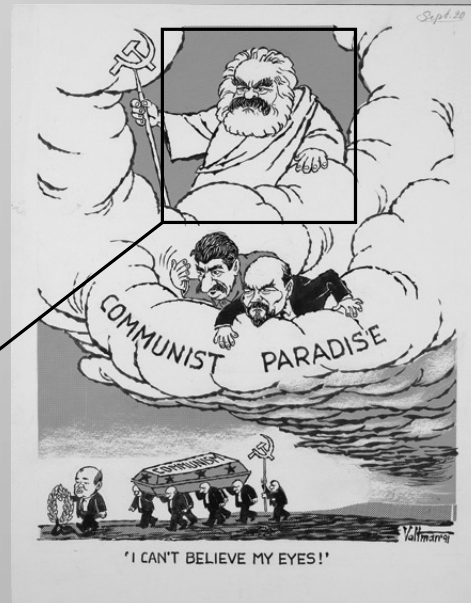
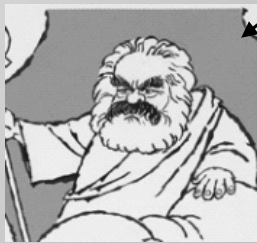
48

Social Studies School Service: www.socialstudies.com

Students should recognize Stalin and Lenin here. The cartoonist sought to give Stalin and Lenin a look of dismay as to the outcome of their “experiment” in communism.

Analyzing Visual Primary Sources

- Who is this?
- How is he dressed?
- Why do you think the cartoonist put him in a dominant position in the cartoon?
- How would you characterize his facial expression?



49

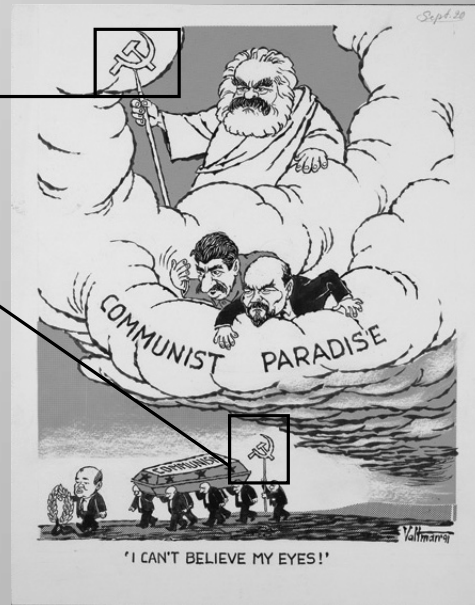
Social Studies School Service: www.socialstudies.com

This is meant to represent Karl Marx. The cartoonist appears to liken Marx to a communist “god” who hovers over the other three Soviet leaders (Stalin, Lenin, and Gorbachev). The cartoonist most likely put him in a dominant position in the cartoon because Marx is known as the “father of communism.” The cartoonist has him scowling, probably in dismay that the theory he created did not survive in practice.

Analyzing Visual Primary Sources



What does the cartoonist imply with the use of the hammer and sickle as portrayed in the cartoon?



50

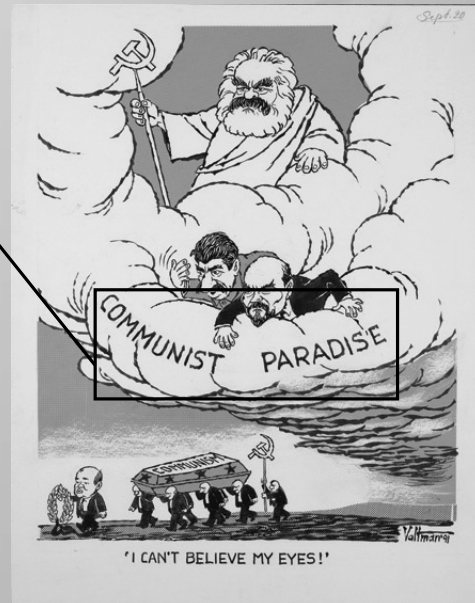
Social Studies School Service: www.socialstudies.com

The “hammer and sickle” emblem was used as a symbol of the Soviet Union and appeared on the Soviet flag. In the instance of this cartoon, the artist uses the emblem as a religious symbol both with the godlike Marx using the hammer and sickle as a staff showing religious authority, and one of the pallbearers carrying the symbol as a similar religious symbol behind the “communism” casket.

Analyzing Visual Primary Sources



What do you think the cartoonist meant by the phrase “communist paradise”?



51

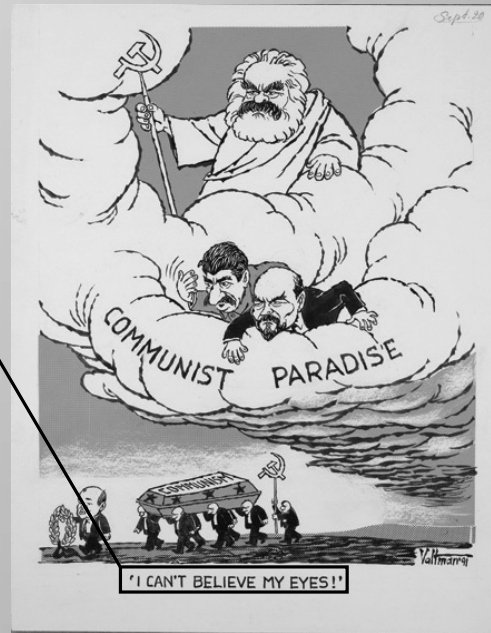
Social Studies School Service: www.socialstudies.com

The cartoonist might have used the phrase “communist paradise” as a parody of what Stalin, Lenin, and Marx would have espoused as a “perfect society.” The cartoonist most likely was trying to imply that the “paradise” the dictators envisioned was more a dream or fantasy than it could ever be in reality.

Analyzing Visual Primary Sources

'I CAN'T BELIEVE MY EYES!'

What message do you think the cartoonist was trying to convey with this caption?



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The Cold War existed for nearly a half-century. For a long time, many people could not recall a period when the United States had not been at odds with the Soviet Union, and the idea that a “superpower” like the Soviet Union might collapse because of social and economic problems would have been difficult for many to envision. In addition, many Soviet “hardliners” believed that the United States and its system of capitalism would collapse long before the Soviet government would. Certainly Lenin and Stalin would have been shocked by the fall of communism after all they had done to make the Soviet state a world power.

Analyzing Visual Primary Sources



53

Social Studies School Service: www.socialstudies.com

Note to teacher: If desired, pose any or all of the following wrap-up questions to the class as a whole:

- Which of these images stood out the most to you? Why?
- Which one do you think you'll remember the most? Why?
- Which one would you choose as being most representative of the era? Point out specific elements of that image that led you to select it.



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Starting Something
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Marcus family.

Analyzing Visual Primary Sources

The Cold War Era

Small thumbnail images at the bottom left of the slide include: a satellite being crushed, a globe with a bomb, a political cartoon, a map of the Berlin Airlift, and a woman standing next to a large barrel.

Analyzing Visual Primary Sources

Table of Contents

- The Berlin Airlift
- The Korean War
- Cuban Missile Crisis
- Cold War Culture
- Fall of Communism

2

Analyzing Visual Primary Sources

The Berlin Airlift

- West Berlin surrounded by Soviet-controlled East Germany
- Stalin closed road and rail access to West Berlin
- U.S. and British forces begin airlift to supply West Berlin with food and other staples
- Blockade lasted 327 days
- Germans no longer saw Allies as enemies, but as friends
- Soviets realize blockade ineffective

3

Analyzing Visual Primary Sources

The Berlin Airlift

4

Analyzing Visual Primary Sources

What do you think the significance is of the planes and the formation of the planes?

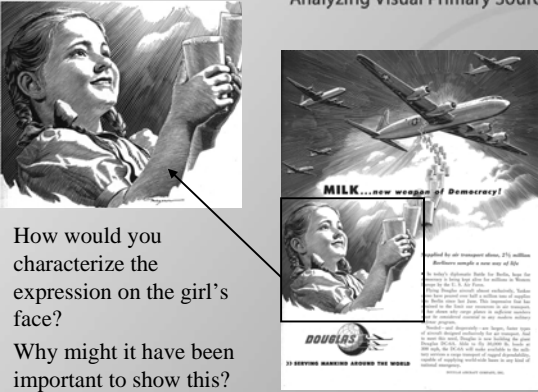
5

Analyzing Visual Primary Sources

Why might the artist have portrayed glasses of milk in the manner shown?

6

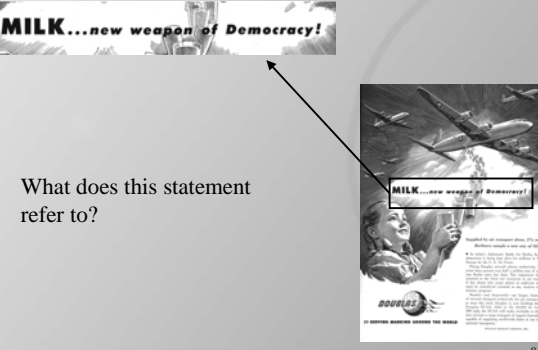
Analyzing Visual Primary Sources



- How would you characterize the expression on the girl's face?
- Why might it have been important to show this?

7

Analyzing Visual Primary Sources



What does this statement refer to?

8

Analyzing Visual Primary Sources

Supplied by air transport alone, 2½ million Berliners sample a new way of life

- In today's diplomatic Battle for Berlin, hope for democracy is being kept alive for millions in Western Europe by the U. S. Air Force.

- What does the headline of this paragraph refer to?
- How might the Air Force have been instrumental in the "diplomatic Battle for Berlin"?

9

into Berlin since last June. This impressive feat has strained to the limit our resources in air transport. *It has shown why cargo planes in sufficient numbers must be considered essential to any modern military defense program.*

[illegible]

10

- [illegible]



11

-
- MILK...new weapon of Democracy!**
- DOUBLET**
- 33 CIGARETTES BAKED AROUND THE WORLD

12

- What sorts of feelings might the average American living at the time of the airlift have had after viewing this ad?
- Why do you believe they might have felt that way?

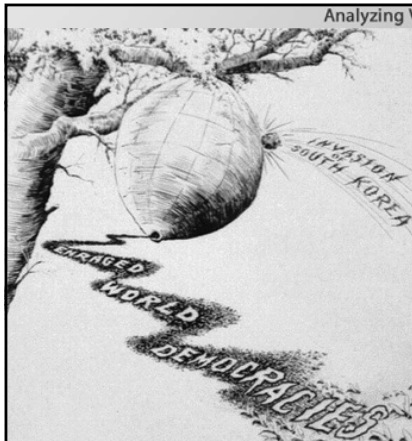


13

The Korean War

- June 1950: North Korea invaded South Korea
- United Nations assisted South Korea; Soviets assisted North Korea
- Truman sent in U.S. troops
- Some 16 nations ended up sending troops to fight in Korea
- Early successes for each side, then a stalemate once China entered the war
- Armistice signed in 1953

14

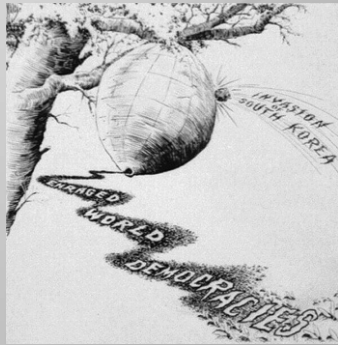


The Korean War

15

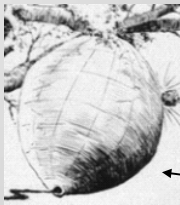
Analyzing Visual Primary Sources

How does the cartoonist's drawing depict the Korean conflict?

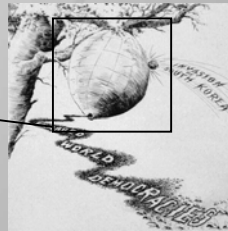


16

Analyzing Visual Primary Sources



What symbolism do you see in how the cartoonist drew the hornet's nest?



17

Analyzing Visual Primary Sources



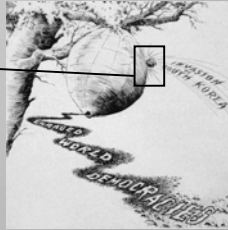
- Who do the hornets represent?
- Why do you think the cartoonist called them "enraged"?

18

Analyzing Visual Primary Sources

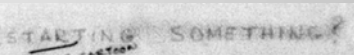


In the cartoonist's view, who do you believe threw the "rock" which stirred up the hornet's nest?



19

Analyzing Visual Primary Sources



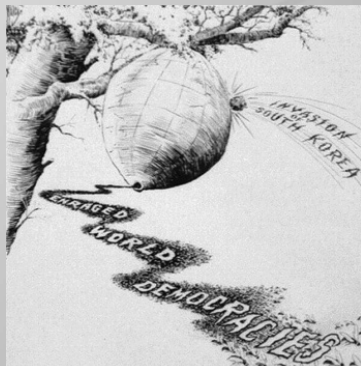
Why might the cartoonist have selected "Starting Something?" as the title for the cartoon?



20

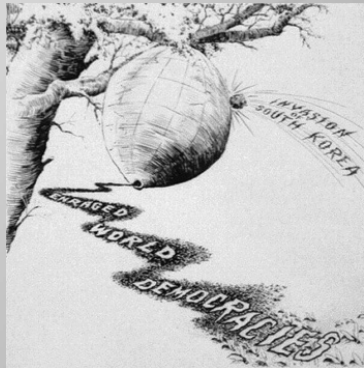
Analyzing Visual Primary Sources

What action does the cartoonist imply the "enraged world democracies" will take?



21

Do you think the artist supported the U.S. and United Nations policies regarding South Korea?



22

How might the date the cartoon was released affect how the cartoon might have been interpreted by the average American?



23

The Cuban Missile Crisis

- U.S.S.R. placed long-range nuclear missiles in Cuba
- Soviet missiles detected by U-2 "overflights"
- U.S. initiated "quarantine" to stop further missiles
- World teetered on brink of nuclear war
- Soviets eventually removed missiles after Kennedy pledged not to invade Cuba
- Kennedy also made a "secret deal" to remove U.S. missiles in Turkey

24

Analyzing Visual Primary Sources

The Cuban Missile Crisis

25

Analyzing Visual Primary Sources

- What is this a picture of?
- Who might have taken the picture?
- What does the picture show?

26

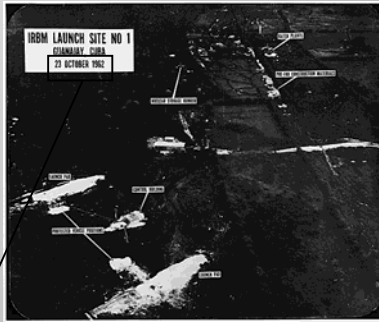
Analyzing Visual Primary Sources

- What items are labeled in the photo?
- Do these elements resemble their descriptions?

27

Analyzing Visual Primary Sources

What do you think is the significance of the date of the photograph?

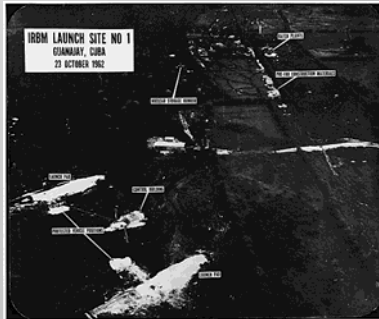


23 OCTOBER 1962

28

Analyzing Visual Primary Sources

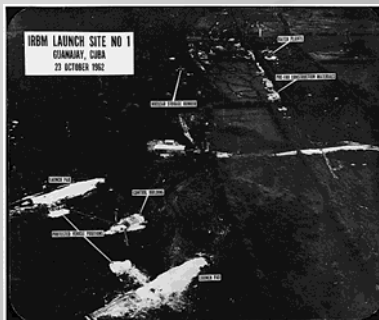
How might ordinary Americans at the time have reacted upon seeing this picture?



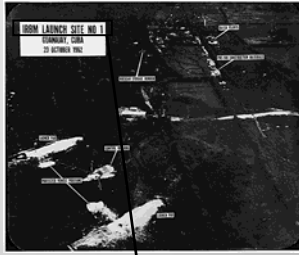
29

Analyzing Visual Primary Sources

How do you think this photo might have influenced President Kennedy's decision-making process?



30



The photo notes that this was an “IRBM” (Intermediate Range Ballistic Missile) site rather than an “ICBM” (Intercontinental Ballistic Missile) site.

What do you think the significance of that fact might have been to Kennedy and his advisors?

31

Cold War Culture

- Ordinary Americans became fearful
- U.S. and Soviet H-bomb tests prompted many to build fallout shelters
- U.S. Government promoted “winnable nuclear war”
- Popular movies and books also highlighted fears of a Soviet takeover

32



Cold War Culture

33

Analyzing Visual Primary Sources



In what year do you think this picture might have been taken?

34

Analyzing Visual Primary Sources

What does this symbol signify?

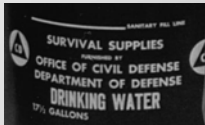


Wherever you see this sign you know there is a shelter are for you in time of emergency.



35

Analyzing Visual Primary Sources



- Who created this photo?
- How can you tell?



36

Why might the federal government have wanted to publicize fallout shelters?



37

- What is the subject of the poster?
- How might people at the time have interpreted this?



YOUR GOVERNMENT IS NOW STOCKING PUBLIC FALL-OUT SHELTERS WITH:

38

What kits or supplies are featured on this poster?



39

Analyzing Visual Primary Sources

What do you think the items stacked in front of the poster are?



40

Analyzing Visual Primary Sources



How does the use of the attractive woman as a model affect the theme of the picture?

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Analyzing Visual Primary Sources

- What do you think the underlying message of the photo is?
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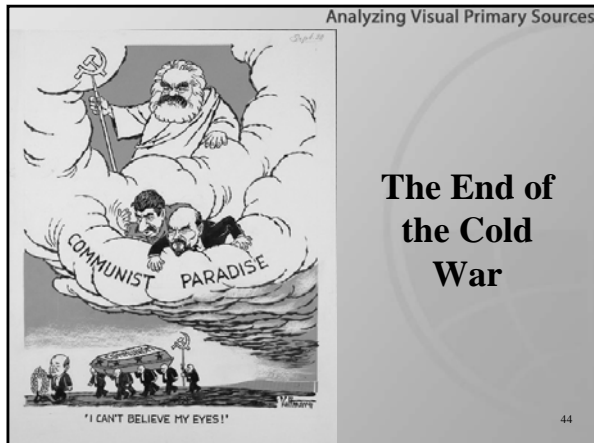


42

The End of the Cold War

- Gorbachev became leader of Soviet Union
- Instituted policies of *glasnost* and *perestroika*
- Soviets sought to reduce military spending and reform their economy
- Pro-democracy forces eventually dissolved the Soviet Union
- Commonwealth of Independent States formed
- (George H.W.) Bush and Yeltsin announced end to Cold War

43



The End of the Cold War

44

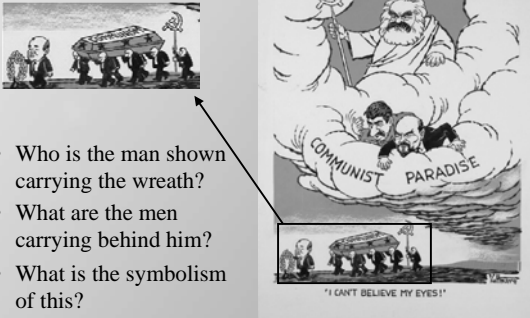
Valtman

Based on the signature of the cartoonist, this cartoon was published sometime during 1991.

What event do you think inspired the cartoonist to draw this work?

45


Analyzing Visual Primary Sources



- Who is the man shown carrying the wreath?
- What are the men carrying behind him?
- What is the symbolism of this?

46

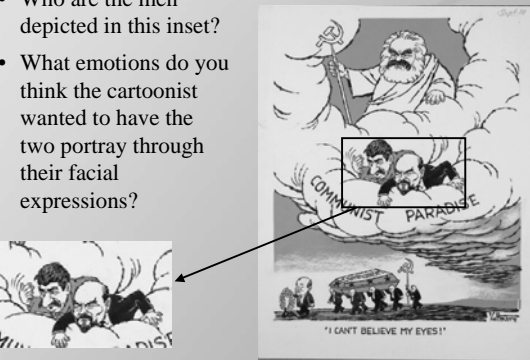
Analyzing Visual Primary Sources



In your view, what role did the artist want Gorbachev to play in the cartoon?

47

Analyzing Visual Primary Sources




- Who are the men depicted in this inset?
- What emotions do you think the cartoonist wanted to have the two portray through their facial expressions?

48

Analyzing Visual Primary Sources


- Who is this?
- How is he dressed?
- Why do you think the cartoonist put him in a dominant position in the cartoon?
- How would you characterize his facial expression?



49

Analyzing Visual Primary Sources


What does the cartoonist imply with the use of the hammer and sickle as portrayed in the cartoon?



50

Analyzing Visual Primary Sources

What do you think the cartoonist meant by the phrase "communist paradise"?



51

Analyzing Visual Primary Sources

"I CAN'T BELIEVE MY EYES!"

What message do you think the cartoonist was trying to convey with this caption?

Small Group: School Extension: www.schoolextension.com

Analyzing Visual Primary Sources

53

Analyzing Visual Primary Sources

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54

IMAGE ANALYSIS WORKSHEET

Step 1. Observation

- A. Form an overall impression of the image and then examine individual items. Next, divide the image into quadrants and study each section to see what new details become visible.
- B. Use the chart below to list people, objects, and activities in the image.

<u>People</u>	<u>Objects</u>	<u>Activities</u>

Step 2. Inference

List three things about the historical time period you can figure out from looking at this image.

1.

2.

3.

Step 3. Questions

- A. What more would you want to know about this image and the time period from which it comes?

- B. Where might you find answers to your questions?

Modified from

http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/photo.html

Education Staff, National Archives and Records Administration, Washington, DC 20408.

CONTEXTUAL ANALYSIS WORKSHEET

1. In two or three sentences, describe the image in terms of people, activities, objects, places, etc.
2. What specifically in the image indicates that it's from a certain time period?
3. Why might the source have been created?
4. Who in the past would have come in contact with this source? How might they have been affected by the source?
5. What other information would you need to help you better understand the image?
6. List one or two things the source tells you about life in the time period and country in which it originated.
7. What question(s) may be left unanswered by this source?