| **MWH Unit 8 Cold War and Rise of Superpowers** | |
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| Unit Overview: The end of World War II created a turning point in global society, facilitating the rise of a dual hegemonic system wherein the United States and the Soviet Union would clash culturally, politically, economically, but not engage in direct military conflict for almost half a century. In this unit, students will inquire into the roots of democratic and communist ideals, and shifting power in the wake of World War II and how those belief systems and events influenced the globe. Through this lens, students will inquire into the rise of the United States as a global power. | |
| **Overarching Inquiry Question** | |
| Were the U.S. and the U.S.S.R. justified in their actions in the second half of the 20th century?  All units are created to support the **Overarching Inquiry Question**. Inquiry-Based Learning supports the **Profile of the South Carolina Graduate** where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information. | |
| **Theme** | |
| Cultural Development and Interaction  Economic Systems and Interaction  Foundations of Government and State Building  Innovation, Revolution, and Change | |
| **Skills Emphasis at a Glance** | |
| Comparison  Continuities and Changes Periodization  Evidence (i.e.: primary and secondary sources)  *Teacher note: While the skills listed match the indicators covered in this unit, this unit plan will likely cover other skills listed for Modern World History.* | |
| **Standards(s):** | |
| **MWH Standard 4: Demonstrate an understanding of how international competition and conflict realigned global powers during the time period of 1885–1950.**  4.CC - Analyze significant political and economic developments as catalysts for changing the global power structures.  **MWH Standard 5: Demonstrate an understanding of the Modern Age from 1933 to present day.**  5.CO - Compare the cultural, economic, and political implications of the Cold War.  5.P - Summarize the interconnections between the United States and the world community through major cultural, economic, and political changes.  *Teachers can refer to the MWH Alignment Guide for an additional description of each standard.* | |
| **I Can Statement(s)** | |
| * I can relate the events of the Yalta Conference and the Potsdam Conference to the changing relationships among world powers. * I can explain how the development and use of atomic weapons during WWII led to a change in international relations. * I can explain the ideological conflict between democratic countries and communist countries in the second half of the 20th century. * I can identify the technological competitions of the Cold War. * I can explain the causes and events of proxy wars. * I can compare the impact of the Cold War in different regions of the world. * I can evaluate the turning points of the Cold War. * I can create and support an argument in response to the inquiry question: Were the U.S. and U.S.S.R. justified in their actions in the second half of the 20th century?   *Teachers can adjust the suggested “I Can” statements as needed for their classrooms.* | |
| **Unit Sequence** | **Instructional Guidance and Resources** |
| **I can relate the events of the Yalta Conference and the Potsdam Conference to the changing relationships among world powers.**   * To begin this unit, students should examine the changing relationships of world powers through the events and decisions of the Yalta Conference and the Potsdam conference in order to better understand the emerging multinational conflict. * Before reading, teachers will instruct students to look for any potential sources of conflict that arise during the meetings between the “Big Three” leaders. Then, the teacher will read aloud as the students read along about [the Yalta Conference](https://history.state.gov/milestones/1937-1945/yalta-conf) and the [Potsdam Conference](https://history.state.gov/milestones/1937-1945/potsdam-conf) from the Office of the Historian. * While the teacher is reading, the students should ask her to stop whenever they see a source of potential problem and explain how it could become a conflict. As a class, the students should create a running list of potential conflicts between nations. * Before proceeding to the next “I can,” the teacher should facilitate a student-led discussion of the implications of the actions of the world powers at these conferences. Students *may* find some of the following potential implications of the rising tensions:   + Britain, France, the U.S. and the other “western” nations might come together against the Soviet Union.   + German resentment and resistance to the Allied powers controlling them could result in another armed conflict.   **I can explain how the development and use of atomic weapons during WWII led to a change in international relations.**   * Students will read [President Truman's message to Congress](https://www.jewishvirtuallibrary.org/president-truman-message-to-congress-on-the-atomic-bomb-october-1945) regarding the use of two atomic bombs on Japan during WWII and view the [slides](https://www.fpri.org/wp-content/uploads/2015/08/ross.nuclearintlpoliticsslides1.pdf) from the Foreign Policy Research Institute. * Using a synthesis of the two resources, students will complete a formative assessment that asks students to respond to the following prompt: explain how the development and improvement of nuclear technology changed relationships between different countries, and in particular what stimulated the United States to become a world superpower.   **I can explain the ideological conflict between democratic countries and communist countries in the second half of the 20th century.**   * Students will participate in a [Socratic Seminar](https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar) to discuss the conflict between the USA and the USSR through the lens of democracy and communism. Students should also discuss capitalism and socialism as a part of this checking for understanding.   + Before the learning begins, teachers should provide students with a series of questions that will begin the Socratic Seminar so that they may begin to think about them and consider their answers as they read and learn from other resources. See the instructional guidance for several examples.   + Students will read about the differences between capitalism and socialism as economic theories in order for students to understand the economic theories that align with the stated conflict, and to begin laying the foundation for a deeper understanding of this multi-layered conflict.     - [This resource](https://www.investopedia.com/ask/answers/020915/what-are-differences-between-capitalism-and-socialism.asp) from Investopedia compares them directly for students.     - These two resources teach about them separately, allowing students to make comparisons on their own: [this article](https://www.thebalance.com/capitalism-characteristics-examples-pros-cons-3305588) from The Balance is about capitalism and its pros and cons; [this article](https://www.thebalance.com/socialism-types-pros-cons-examples-3305592) from The Balance is about socialism and its pros and cons.     - As students read, they will use QAR strategies and consider the question “Who controls the economy in socialism and who controls the economy in capitalism?” to guide their learning.   + After this background, students will read teacher-provided resources about communism and democracy. Students will need to analyze the text and the implications of the differences between the ideologies on international relations. Students should be looking at specific differences and be prepared to explain how those differences could lead to conflict. As they read, students should fill out a t-chart or a graphic organizer to organize their thoughts and ideas.     - This [resource](https://www.history.com/news/socialism-communism-differences) from history.com does a good job of pointing out the distinctions between socialism and communism.   **I can identify the technological competitions of the Cold War.**   * Students will create an illustrated and annotated timeline based on the Arms Race or the Space Race. As an addendum to the assignment, students will explore the connection between the two and the implications for the Cold War as a whole through informal discussion in small groups, then as a class. This activity will help students understand some of the direct competition between the U.S and the U.S.S.R. and the way that contention between the two superpowers drove both to improvement.   **I can explain the causes and events of proxy wars and conflicts.**   * After students have completed the annotated timelines they will - guided by the teacher - will define proxy wars and the significance of the term as it relates to the Cold War. * Students will look at the proxy wars of the Cold War through the following activity based on [this resource](https://chssp.ucdavis.edu/cww4-hot-spots-research-project.pdf) from History Blueprint, which provides additional guidance to this narrative and a more expansive version of this activity. Through this activity, students will conduct guided research about Cold War hotspots - specific areas in the world other than the U.S. or the U.S.S.R. where the two nations had indirect contact and conflict through other nations - with the end goal of creating a perspective-based newspaper clipping with a main story (chronological tale of the events), a background story (context/information as to why this event is important), and an editorial (an opinion-based point of view reaction to the event). In addition, students will learn about the importance of perspective in studying history.   + Teachers should begin by reviewing a newspaper layout and the characteristics of the types of articles that have been assigned.   + Next, teachers will select 3-5 of the nine hot spots suggested. (The nine hot spots highlighted are Algeria, Afghanistan, Angola, Cambodia, Congo, Guatemala, Hungary, Iran, and Nicaragua. It is suggested that teachers do not ask students to cover all of these, as this is a survey class; students can apply the historical skills and analyze patterns without inundating them with factual content.) Students will be divided into groups and assigned a hotspot. There should be two groups per hotspot; one will complete the assignment from the U.S. perspective, and the other will complete the assignment from the Soviet perspective. Alternatively, students can choose to write the newspaper from the perspective of the third country/hot spot.   + To begin their learning, students will use the Group Assignment organization page within the History Blueprint resource to plan and assign their research and production of products. A list of suggested secondary resources have already been provided for each hot spot.   + Next, students will read the primary and secondary sources provided within the activity to continue researching the conflict in their assigned hotspot.   + After research, students will complete the first draft of their news stories; requiring students to complete a first and second draft reinforces the importance of revision and effort to improvement.   + The review process will be conducted through a rotating peer review. Articles should be reviewed by all members of the group; 5-10 minutes should be allotted per article per person depending on the length of the article and how adept students are in the review process.   + Students will revise and complete final drafts in class. Teachers should allot a brief, but dedicated amount of time for students to format their newspapers.   **I can compare the impact of the Cold War in different regions of the world.**   * In order to compare the impact of the Cold War around the world, students will create an infographic for each continent (or subcontinent) superimposed over a world map with statistics and information about the impact of the Cold War. [Canva.com](https://www.canva.com/) offers a variety of free resources.   + Students will choose to focus on two of the following impacts for each continent or subcontinent: cultural, economic, and political.   + Individually, students will begin by creating and labeling a world map by continent or by subcontinent, depending on the direction of the teacher.   + Next, students will compile and display information about the cultural, economic, and political effects of the Cold War in the different regions they have labeled.   + In addition to portraying the conflicts of the Cold War, students should include information about the Non-Aligned Movement. Consider [this resource](https://www.nti.org/learn/treaties-and-regimes/non-aligned-movement-nam/) from NTI or [this resource](https://curriculum.newvisions.org/social-studies/resources/resource/106-non-aligned-movement/) from New Visions.       **I can create and support an argument in response to the inquiry question: Were the U.S. and U.S.S.R. justified in their actions in the second half of the 20th century?**   * As the summative assessment, students will participate in a debate, which, as outlined here is based on [these guidelines](https://ablconnect.harvard.edu/files/ablconnect/files/want_to_facilitate_a_debate_in_your_class.pdf) from harvard.edu. * It is important for teachers to provide students with a rubric before the debate so that students understand completely how they are being assessed. Teachers should also make sure that students understand what a formal debate looks like, as many students will not understand the importance of supporting their arguments with evidence and not just stating their opinions. Additionally, teachers should prepare students to answer the question by discussing what justification means. * Students should begin preparation by deciding whether they believe that the U.S. and the U.S.S.R. were justified in the actions they took throughout the second half of the 20th century, or whether they were not. * The students should, with their team, prepare arguments that are supported by evidence and sources at the direction of the teacher. * The argument at hand should be clearly displayed for students. * Teachers should facilitate a debate to the level of formality that they are comfortable with. To see an example of what formal debate guidelines look like, see the instructional guidance. * The winner of the debate is best-determined by an impartial non-member of the class, or students that have been chosen ahead of time to evaluate arguments, rather than participate in the debate. | * Note: If you would like some guidance on how to instruct students in these skills here are the following:   + From Robeson County public schools, here is a resource on [comparison](https://www.robeson.k12.nc.us/site/handlers/filedownload.ashx?moduleinstanceid=39850&dataid=53759&FileName=compare%20and%20contrast%20mini%20lesson.pdf).   + From historyskills.com, here is a resource on [continuities and changes](https://www.historyskills.com/historical-knowledge/change-and-continuity/).   + From Eductator Ed, here is a resource on [periodization](http://educatored.com/CourseResource/course/111542/1743947/APUSHistoryPeriod7_Strategies_Periodization.pdf).   + From Library of Congress, here is a resource on [evidence - primary sources](http://www.loc.gov/teachers/usingprimarysources/)   + From Best Custom Writing, here is a resource on [evidence - secondary sources](https://www.bestcustomwriting.com/blog/how-to-use-secondary-sources). * Depending on instruction in the previous unit and time constraints, teachers may want to open this unit with a brief discussion of the implications of nuclear technology using guidance from this [resource](http://www.ibiblio.org/pha/policy/post-war/451003a.html) by the Atomic Heritage Foundation to help students become familiar with the effects and moral implications of nuclear technology. * Teachers may also want to address the Tehran Conference with [this reading](https://history.state.gov/milestones/1937-1945/tehran-conf) from the Office of the Historian. * The activity was designed to be read aloud and done whole group, but teachers can modify this activity to be more individualized, if needed for their classroom. * Teachers may want to point out that the perspective of the Office of the Historian articles is from the United States, or consider providing resources from a different, more international perspective. * Teachers should not let *what actually happened* influence the way they facilitate the discussion. This activity is designed for students to analyze actions and interactions and make predictions; it is not important that students accurately predict future events. * Note: Teachers will want to truncate or “repackage” the information provided within the slides, as they are very long and unnecessarily comprehensive for the conducted course. * Teachers could give students a choice between a written response, an oral response, or a series of selected response questions depending on what is best for their classroom. * This activity will allow teachers to assess the students on the skills and content of 4.CC and 5.P as well as prepare them for subsequent discussion of conflict between the US and the USSR. * Note: It is important that teachers draw clear distinctions between socialism and communism, as the two are different but often used interchangeably. Discuss “little c” and “big C” communism. It is also important that teachers help students understand that socialism and democracy *are not* mutually exclusive. (To illustrate this, students can look at the modern UK Labour Party.) Teachers should also ensure that students understand that most economies in the world are mixed economies; teachers should use tangible examples to illustrate this to students, such as taxation and public schools to illustrate government involvement in the economy and private ownership to illustrate the way the free market works. See the alignment guide for additional guidance. * Depending on the reading level of students, teachers may want to provide differentiated resources for them. Please see the subsection *Capitalism, Socialism, Democracy, and Communism* in the **Additional Resources** section. Teachers may wish to provide and use more challenging primary sources for accelerated students. Teachers may also want to consider editing some texts or doing a teacher-led read along for students at a lower reading level; there are very limited resources regarding these topics for lower reading levels. Teachers may also want to consider the resources available on <https://www.activelylearn.com/> * See [this resource](https://fcit.usf.edu/fcat10r/home/references/additional-reading-strategies/qar.html) from the Florida Center for Instructional Technology for more information on QAR strategies. * Teachers should craft the Socratic Seminar questions as they see fit, but may consider the following as a starting point:   + How do capitalism and socialism differ?   + How do democracy and communism differ?   + Why do people often confuse socialism and communism?   + How might the ideological conflict between the US and the USSR (democracy vs. communism) affect relations between the two nations?   + What implications did the Yalta Conference have in regards to the conflict between the US and the USSR? * Before beginning the next steps in the unit sequence, teachers may want to review the previous lessons with students to lay the groundwork for the events of the Cold War. Following this, teachers may want to provide a full overview of the Cold War through resources such as the [Crash Course series by John Green.](https://www.youtube.com/user/crashcourse) Alternatively, teachers could have students read this [overview on the Cold War](https://www.khanacademy.org/humanities/whp-origins/era-7-the-great-convergence-and-divergence-1880-ce-to-the-future/74-end-of-empires-betaa/a/read-cold-war-an-overview-beta) from Khan Academy. (Consider using the Three Close Reads/Three Levels of Text strategy suggested within the article to keep students engaged.) This unit asks students to inquire thoughtfully into topics such as the ideological conflict between the US and the USSR as well as to consider the greater implications of this conflict and of war in general; it is important for students to have an understanding of the basic sequence of events that will occur so that they can better understand the context of these questions. Before moving on, teachers can lead an information discussion about how some of the events of the Cold War led to others, the relationships between nations, and how the war may have affected the citizens of the U.S., the U.S.S.R., and the other nations where the conflict played out. * Teachers can provide an example by creating a model with the “race” that is not assigned to students. * Please see the subsection *Technological Competition in the Cold War* in the **Additional Resources** sectional for a list of suggested resources to provide to students. * Note: This activity is extremely customizable based on the information that teachers would like students to demonstrate. This [annotated timeline assignment](https://lumen.instructure.com/courses/204135/assignments/2186531?module_item_id=4668087) from Lumen could be used as a model. * Note: The suggested activity can be modified as needed, but in its current form gives a look at how the Cold War affected diverse parts of the globe and *also* teaches an important lesson about historical perspective, which will come up again at the end of this unit. * If desired, teachers can choose to cover these proxy conflicts through another activity and through any of the following suggestions from the alignment guide, including but not limited to the Korean War, the Vietnam War, the Soviet invasion of Afghanistan, the Bay of Pigs, the Cuban Missile Crisis, the Khmer Rouge and Cambodia, and the Argentine Dirty War. Additionally, teachers may want to cover the conflicts in Nicaragua, Iran, Guatemala, or many others not mentioned here. It is not necessary for students to learn all of the aforementioned conflicts; teachers should use their discretion in instruction. * Depending on the size of the groups, teachers may choose not to suggest/assign all of the articles provided. If internet access is not available, the teacher is encouraged to provide alternative secondary sources, or print these for the students. * Teachers may want to consider providing paper copies to students so that they may annotate as they read. * If teachers are finding themselves strapped for time, both the reading activity can be assigned for homework (checked for completion through annotation) and the first draft of an article. * Depending on the ability-level of the students, teachers may also want to review the first drafts. * Consider some of the free templates [flipsnack](https://www.flipsnack.com/templates/newspapers) to have students create the newspapers. * Ideally, students will have already compiled most or all necessary information to complete this activity without additional research. * Teachers may want to provide an exemplar for students. * It is important that teachers and students discuss historical perspectives. For example, students should be able to understand that the fear and animosity felt by the US toward the USSR was also felt vice versa. As an alternative to the infographic, teachers could have students write an argumentative essay comparing the impact of the Cold War in different regions. * Teachers could use a [double bubble organizer](https://sites.google.com/site/gonewberncats/resouces/thinking-maps/double-bubble-map) to guide them in visualizing some of the comparisons. (In concept, it is the same as a Venn diagram, but is more suited to writing.) * Note: this activity could be easily modified for students without technology by providing printed paper maps or having students draw the continents on a poster board if a larger space is desired. For teachers who are opting to use Canva or another online resource, it is suggested that they spend some time familiarizing themselves with the resource before directing students to use it. * As an alternative assignment, students could research impacts of the Cold War around the world and rank them from biggest impact to least impact, supporting their rankings with justification and evidence. * Teachers can review the students’ infographics as a formative assessment. * Teachers should guide students to consider and apply to this historical period, among other things, whether the ends justify the means. Teachers should also guide students in considering different historical perspectives, such as whether U.S. citizens in 1990 would say that the Cold War was justified and whether U.S.S.R. citizens in 1990 would say that the Cold War was justified.   + What does it mean to justify something?   + Is war “black and white?”   + “Do the ends justify the means?”   + Does winning a war justify the sacrifice made?   + How does perspective affect whether or not something is justified?   + Do you think US citizens and 1990 would say the actions were justified? What about in the USSR? * Formal debate guidelines: Pro position (5 minutes) [Pro Team] • Rebuttal (3 minutes) [Con Team] • Con position (5 minutes) [Con Team] • Rebuttal (3 minutes) [Pro Team] • Teams question each other (5 minutes/team) [Both teams] • Closing statements (3 minutes/team) [Both teams, in the opposite order from opening statements] - Teachers may want to open the floor up for commentary after this exchange. * Teachers could add an additional element of evaluation and challenge by asking students to assess the justification of the actions of the two powers separately and organizing a four-sided debate. * Alternatively to the debate, students could be assigned to prepare arguments on different events and conflicts that occurred throughout the Cold War and lead a formal discussion on the positives and negatives of the technological progress and international relationships from the time period, ultimately deciding as a class or breaking up into “sides” to determine whether the U.S. and U.S.S.R. can justify their actions throughout the Cold War. |

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