

How did world leaders impact the end of the Cold War?	
Content	<p>This instructional task engages students in content related to the following grade-level expectations:</p> <ul style="list-style-type: none"> • US.1.1¹ Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> ○ conducting short and sustained research ○ evaluating conclusions from evidence (broad variety, primary and secondary sources) ○ evaluating varied explanations for actions/events ○ determining the meaning of words and phrases from historical texts ○ analyzing historians' points of view • US.1.2² Compare and/or contrast historical periods in terms of: <ul style="list-style-type: none"> ○ differing political, social, religious, or economic contexts ○ similar issues, actions, and trends ○ both change and continuity • US.5.5 Explain how the leaders' personalities, events, and policies of the 1980s combined to bring about an end to the Cold War
Claims	In this instructional task, students develop and express claims through discussions and writing which examine actions and interactions during the Regan administration and their impact on the Cold War.
Unit Connection	<p>This instructional task helps students explore and develop claims around the content from unit 5:</p> <ul style="list-style-type: none"> • How did events in the Reagan and Bush administrations contribute to the collapse of the Soviet Union and the end of the Cold War? (US.5.5)

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How did the U.S. identify and plan to address identified Soviet threats?	What made the INF Treaty different from its predecessors?	What did Reagan consider to be his lasting impact on US-Soviet relations?	How was the Reagan administration viewed by a former Soviet leader?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Students will analyze elements of U.S. policy outlined in a declassified government document.	Students will examine excerpts of the INF Treaty and leaders' comments upon signing to determine the treaty's significance.	Students will read an excerpt of Reagan's speech to determine what he considered a lasting impact of his presidency.	Students will read about Reagan and his administration from Gorbachev's perspective.
Featured Source	Featured Source	Featured Source	Featured Source
Source A: U.S. Relations with the USSR , Reagan Presidential Library	Source B: INF Treaty (Treaty Text–Introduction, Articles I & X), U.S. Department of State Source C: "Remarks on Signing the INF Treaty," Ronald Reagan & Mikhail Gorbachev	Source D: "Farewell Address to the Nation," Ronald Reagan (Paragraphs 13-25)	Source E: "A President Who Listened," Mikhail Gorbachev

¹ This GLE contains multiple parts, which should be taught over the course of several units in U.S. History. The GLE requires students to "produce clear and coherent writing for a range of tasks, purposes, and audiences." The parts of this GLE addressed in the task are the second and fourth bullets.

² This GLE contains multiple parts, which should be taught over the course of several units in U.S. History. The GLE requires students to "compare and/or contrast historical periods." The parts of this GLE addressed in the task are the second and third bullets.

**Summative
Performance Task**

Using the sources and your knowledge of U.S. history, write an essay that explains the extent to which the Reagan administration influenced how and when the Cold War ended and the resulting impact on the United States and the Soviet Union.

Formative Performance Task 1

Supporting Question	How did the U.S. plan to address identified Soviet threats?
Formative Performance Task	Students will analyze elements of U.S. policy outlined in a declassified government document.
Featured Source	Source A: U.S. Relations with the USSR , Reagan Administration
Content and Claims	This formative performance task requires students to

Featured Source

Source A: [U.S. Relations with the USSR](#), Reagan Administration

Steps

1. Have students work in small groups to read Source A: U.S. Relations with the USSR to gain background knowledge on the concerns regarding the USSR and how U.S. strategy will address them.
2. As they are reading, instruct students to mark or highlight key words and ideas in the text on U.S. concerns about the Soviet Union and strategy.
3. Have students complete the graphic organizer on the next page to summarize the big ideas surrounding each topic from their reading.
 - Have students read the introductory statement on page 1. As they read, ask students to identify the three elements of U.S. policy and complete column 1 of the graphic organizer.
 - Direct students to read the remainder of page 1. As they read, ask students to identify the three tasks that explain what the elements of U.S. policy mean and complete column 2.
 - Have students read the following pages to identify methods the U.S. will employ to accomplish their tasks and record that information in column 3.
 - Pages 2-3: Military Strategy, Economic Policy, and Political Action
 - Pages 5-8: Bilateral Relationships and Priorities in the U.S. Approach
 - Once students have completed their chart, have them rank the elements of U.S. policy in order of most important to least important and make notes as to why they have made their rankings. These notes will be used to support group discussion.
4. Have students work as a group to come to a consensus about which element of the strategy is most important and the most effective way to address it.
5. Conduct a class discussion in which groups discuss the importance of the various elements of U.S. policy and how to address the concerns related to the USSR. Possible guiding questions include:
 - Which element of the U.S. policy should be the president's first priority?
 - What makes that element the most important?
 - Of the actions in the policy, which do you think would be most effective and why?

Implementation of U.S. Policy

Elements of U.S. Policy	U.S. Policy Tasks	Methods for Accomplishing Tasks

Student Look-Fors

1. Students’ graphic organizers should not be a detailed list or a recount of everything that was mentioned in the article about a topic. An example of a completed graphic organizer is included below:

Implementation of U.S. Policy

Elements of U.S. Policy	U.S. Policy Tasks	Methods for Accomplishing Tasks
Compete in international arena	We don’t want the USSR to feel superior to the U.S. in any area (Space Race, arms buildup, etc.)	<ul style="list-style-type: none"> • Modernize our military (regular and nuclear) – requires an increase in defense spending • Deter Soviet attacks by ensuring that when they look at options, it always seems like we’re ahead • Protect technology and military information so Soviets can’t learn from it • Prevent or limit partnerships that would allow Soviet power to spread to other countries (hinder growth of Soviet empire)
Pressure USSR to change political and economic systems from within	We support our contacts already in the USSR to make changes.	<ul style="list-style-type: none"> • Restrict financial relationships with western countries - not supporting the Soviet economy • Promote Western ideas of individual freedoms • Expose double standards of the USSR (ethnic minorities, chemical weapons, etc.) • Limit Soviet propaganda effort
Negotiate with USSR to protect and enhance U.S. interests	We will only negotiate/compromise with the USSR if it benefits us.	<ul style="list-style-type: none"> • Permit trade that helps both sides but isn’t strategic (grain) • Enter into arms control negotiations when they serve our security objectives • Insist that USSR address all of our concerns if they want us to negotiate • Direct negotiations between Reagan and Soviet leadership should be the focus

2. In both their group summaries and in discussion, students should address the key points of the strategy and should include the following:
 - Strengths/importance of the U.S. strategy
 - Possible actions to address each of the U.S. strategy elements

Formative Performance Task 2

Supporting Question	What made the INF Treaty different from previous treaties?
Formative Performance Task	Students will examine excerpts of the INF Treaty and leaders' comments upon signing to determine the treaty's significance.
Featured Source	Source B: INF Treaty (Treaty Text – Introduction, Articles I & X), U.S. Department of State Source C: "Remarks on Signing the INF Treaty," Ronald Reagan & Mikhail Gorbachev
Content and Claims	In this formative performance task, students will read the text of the treaty and the remarks of the leaders responsible to gain insight into the significance of this treaty.

Featured Source

Source B: [INF Treaty](#) (Treaty Text – Introduction, Articles I & X), U.S. Department of State

Source C: ["Remarks on Signing the INF Treaty,"](#) Ronald Reagan & Mikhail Gorbachev

Steps

1. Have students read the excerpts from Source B: INF Treaty to determine the purpose of the treaty. As they read, students should mark or highlight key words and ideas as to the purpose of the treaty. Students should complete a [GIST writing](#) after their reading that summarizes the purpose of the treaty.
2. Have students read Source C: "Remarks on Signing the INF Treaty." Direct students to answer the questions listed below during their examination of the remarks:
 - Why is it significant that both of these leaders are signing the document?
 - In what ways does each leader try to connect to the other leader and his people?
 - What role does humor play in these remarks?
3. Have students review their GIST summary and their responses to the questions in preparation of their participation in a whole-class discussion.
4. Lead a discussion with the class about the treaty and the leaders' remarks. Possible guiding questions include:
 - Why was this treaty different from previous treaties?
 - Why would each side have been willing to eliminate their storage of weapons?
 - What element(s) of the U.S. strategy outlined in formative assessment task one would this treaty address?
 - How does this treaty help to address U.S. concerns about the Soviet Union?

Student Look-Fors

1. Students' summaries should note that this treaty calls for the elimination of nuclear weapon stockpiles on the side of each nation.
2. Students should recognize that:
 - the remarks are set up like a dialogue in which both leaders participate

- each leader makes an effort to relate to the leader and people of the other country via language, stories, quotes, etc.
 - humor is used to keep the situation light and friendly
3. Students should recognize that this treaty requires an actual reduction of arms (not just an effort to control moving forward but an actual elimination of current stockpiles). Students should also demonstrate an understanding that each side was willing to cut back on their weapons because both acknowledged that nuclear war would be detrimental to both of their countries as well as the world as a whole.
 4. Students should recognize that this treaty applies to two of the strategy elements outlined in [U.S. Relations with the USSR](#): “contain and overtime reverse Soviet expansionism...particularly in the overall military balance” and “negotiations to attempt to reach agreements which protect and enhance U.S. interests.”

Formative Performance Task 3

Supporting Question	What did Reagan consider to be his lasting impact on US-Soviet relations?
Formative Performance Task	Students will read an excerpt of Reagan’s speech to determine what he considered a lasting impact of his presidency.
Featured Source	Source D: “Farewell Address to the Nation,” Ronald Reagan (Paragraphs 13-25)
Content and Claims	This formative performance task requires students to examine Reagan’s speech for direct and implied meaning in reference to negotiations with the Soviet Union.

Featured Source

Source D: [“Farewell Address to the Nation,”](#) Ronald Reagan (Paragraphs 13-25)

Steps

1. Have students independently read paragraphs 13-25 of Source D: “Farewell Address to the Nation.”
2. Have students identify each aspect of SOAPStone as they read and record their information using a graphic organizer. A sample is included below.
3. After students read, direct them to review their notes and the text to fully complete their analysis.
5. Conduct a whole-class discussion in which students discuss the core message of Reagan’s address. Possible guiding questions include:
 - Who is the audience for this address?
 - According to Reagan, what progress was made in terms of US-Soviet relations?
 - What cautions does Reagan give moving forward?
 - What does the address reveal about Reagan’s personality?

SOAPSTone Organizer

As you read, look for these details...		How do you know? Cite specific evidence from the text.
S	Who is the Speaker ?	<ul style="list-style-type: none"> What can you tell or what do you know about the speaker that helps you understand the point of view expressed?
O	What is the Occasion ?	<ul style="list-style-type: none"> What is the time and place of the text? What caused this text to be written? Identify the context of the text.
A	Who is the Audience ?	<ul style="list-style-type: none"> To whom is this text addressed? Does the speaker specify an audience? What does the author assume about the intended audience?
P	What is the Purpose ?	<ul style="list-style-type: none"> What did the author want the audience to think or do as a result of reading this text? Why did the author write it? What is the message? How does the speaker convey this message?
S	What is the Subject ?	<ul style="list-style-type: none"> What topic, content, and ideas are included in the text? How does the author present the subject? Does he introduce it immediately or do you, the reader, have to make an inference?
T O N E	What is the Tone ?	<ul style="list-style-type: none"> What is the author's attitude about the subject? Is the author emotional? Objective? Angry? How would you read the passage aloud if you were the author? What details "tell" the author's feelings about the topic? What words, phrases, imagery, examples, etc. reveal the tone?

Student Look-Fors

1. Students' completed graphic organizer should indicate an understanding of the address. A sample completed organizer is included below:

As you read, look for these details...		How do you know? Cite specific evidence from the text.
S	Who is the Speaker ? <ul style="list-style-type: none"> What can you tell or what do you know about the speaker that helps you understand the point of view expressed? 	President Ronald Reagan
O	What is the Occasion ? <ul style="list-style-type: none"> What is the time and place of the text? What caused this text to be written? Identify the context of the text. 	Farewell Address as Reagan's term was ending
A	Who is the Audience ? <ul style="list-style-type: none"> To whom is this text addressed? Does the speaker specify an audience? What does the author assume about the intended audience? 	Reagan is speaking to the American people, but as a televised speech, it would be potentially viewed by people around the world.
P	What is the Purpose ? <ul style="list-style-type: none"> What did the author want the audience to think or do as a result of reading this text? Why did the author write it? What is the message? How does the speaker convey this message? 	The purpose was to highlight some of the victories of Reagan's administration (i.e. arms reduction, ongoing negotiations with the Soviet Union, etc.). He also cautioned that, although a mutually beneficial relationship had been established with the Soviet Union, the U.S. should continue to be vigilant to protect their interests.
S	What is the Subject ? <ul style="list-style-type: none"> What topic, content, and ideas are included in the text? How does the author present the subject? Does he introduce it immediately or do you, the reader, have to make an inference? 	The address is highlighting the events of the Regan administration. He is straight-forward in his telling of the events, and he describes his greatest accomplishment.
T O N E	What is the Tone ? <ul style="list-style-type: none"> What is the author's attitude about the subject? Is the author emotional? Objective? Angry? How would you read the passage aloud if you were the author? What details "tell" the author's feelings about the topic? What words, phrases, imagery, examples, etc. reveal the tone? 	At the beginning of the excerpt, the speaker has a victorious tone. He is talking about the accomplishments of his presidency. As he goes on, the tone shifts to more of a cautionary tone as he tells people that, despite the successful negotiations with the USSR, people should continue to be vigilant and know that things could always change.

2. Students' responses should indicate a clear understanding of the address.
 - Students should note that this address, although intended for the American people, would also be seen by the world as a whole (Soviet leadership would also hear his cautions).
 - Students should also discuss gains made in arms reduction and peace negotiations with the Soviet Union.
 - Students should recognize that, although Reagan felt US-Soviet relations were on the right track, he also recognized the potential for that to change at any time and the need for Americans to remain vigilant in case that were to happen.
 - Students should recognize elements of Reagan's personality that come through in his speech (i.e. communicator, humble, thoughtful, etc.)

Formative Performance Task 4

Supporting Question	How was the Reagan administration viewed by a former Soviet leader?
Formative Performance Task	Students will read about Reagan and his administration from Gorbachev's perspective.
Featured Sources	Source E: " A President Who Listened ," Mikhail Gorbachev
Content and Claims	In this formative performance task, students will examine President Reagan from the perspective of a former Soviet leader.

Featured Source

Source E: "[A President Who Listened](#)," Mikhail Gorbachev

Steps

- Provide students with access to Source E: "A President Who Listened." Have students read the text independently. As students read, have them record any words or phrases that provide insight into aspects of Reagan's personality.
- Conduct a whole-class discussion in which students discuss Gorbachev's descriptions of Reagan's personality. Possible guiding questions include:
 - What words does Gorbachev use to describe Reagan?
 - According to Gorbachev, how did Reagan's personality impact US-Soviet relations?
 - What cautions does Reagan give moving forward?
 - What does the address reveal about Reagan's personality?

Student Look-Fors

- Students' responses should indicate insight into Reagan's personality.
 - Students should identify how Gorbachev described Reagan. Student responses may include, but are not limited to, extraordinary, peacemaker, true leader, and optimist.
 - Students should also recognize Reagan's behaviors or activities that Gorbachev attributes to a successful administration. Student responses may include, but are not limited to:
 - Reagan overcame mistrust and numerous problems and prejudices
 - Reagan stood his ground on what he believed while not forcing his ideals
 - Reagan gained the trust of the American people
 - Reagan earned a place in history and in people's hearts
 - Students should recognize that elements of Reagan's personality made negotiations with the Soviet Union possible, which Gorbachev felt might not have been possible under different leadership.

Summative Performance Task

Compelling Question	Who ended the Cold War?
Summative Performance Task	Using the sources and your knowledge of U.S. history, write an essay that explains the extent to which the Reagan administration influenced how and when the Cold War ended and the resulting impact on the United States and the Soviet Union.

Teacher Overview

In this summative performance task, students are asked to write a response to the compelling question using evidence from the sources they explored throughout the four formative performance tasks.

Throughout this instructional task, students have explored how the Regan administration used U.S. policy and diplomacy to attempt bring an end to the Cold War; this information will be an essential part of a well-developed essay. Before the summative performance task, it may be helpful for students to review the sources provided and the writing/graphic organizers created during the formative assessment tasks. Doing so should help them to develop their interpretations and to highlight the appropriate examples and details to support their writing.

Student Prompt

Using the sources and your knowledge of U.S. history, write an essay that explains the extent to which the Reagan administration influenced how and when the Cold War ended and the resulting impact on the United States and the Soviet Union.

Student Look-Fors

1. Scoring Notes
 - An exemplar response may include but is not limited to:
 - Taking a clear position/claim which demonstrates an understanding that both Reagan’s personality and policies of the Reagan administration had significant impacts in the reduction of arms and in establishing ongoing negotiations between the U.S. and USSR.
2. A strong response:
 - References documents appropriately.
 - U.S. policy strategy regarding US/USSR relations (Source A)
 - Reduction of nuclear arms as a result of the treaty (Source B)
 - Perspectives of each leader in why this treaty differed from earlier treaties (Source C)
 - President Reagan’s views on lasting impacts of his presidency (Source D)
 - Gorbachev’s views on Reagan’s personality and its impact on their interactions (Source E)
 - Applies the provided evidence as well as additional information about the Cold War.
 - Students may discuss background information on the spread of communism.
 - Students may address various aspects of US/USSR relations.
 - Students may reference previous attempts at arms control.