

What was going on behind the scenes at Yalta? 1

WORKSHEET 4.1A

Use this sheet to help you with the Focus Task on page 72. It will also help you with questions 3 and 4 on page 71.

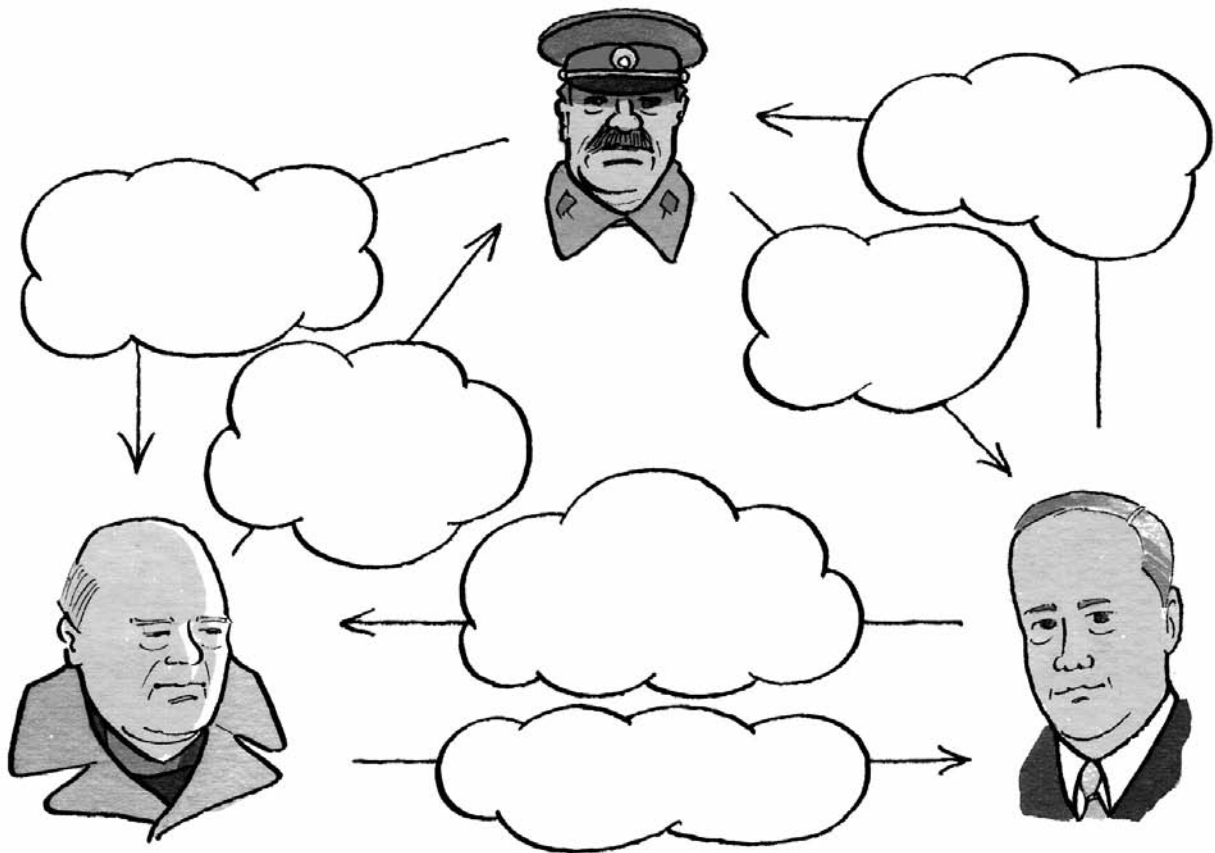
Source	Evidence for disagreement between Allies	Evidence for agreement between Allies	Reasons why the source is reliable or unreliable
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			

WORKSHEET 4.1B

What was going on behind the scenes at Yalta? 2

Use this sheet to help you with questions 2 and 5 on page 73.

Stalin's main concern



Churchill's main concern

Roosevelt's main concern

WORKSHEET 4.2

Why did the USA–USSR alliance begin to break down in 1945?

Use this sheet to help you with the Focus Task on page 75. A few important events and developments are listed on the right, but you will need to:

- a) choose which column each fits into (some can fit in more than one)
- b) add a sentence to explain *why* this event/development caused tension
- c) find more events/developments from pages 71–75 and add them to your table.

Help Zone

- Division of Berlin
- Future of Poland
- Free elections in countries formerly occupied by the Nazis
- Truman said he was tired of babying the Soviets
- Division of Germany into zones
- Stalin did not trust Churchill
- Reparations
- Eastern Europe
- The atomic bomb

Personalities	Factors that caused tension		
	Actions by the USA	Actions by the USSR	Misunderstandings

Use this sheet to help you with the Focus Task on page 76.

Presidential briefing paper 1948
Subject: The Communists in eastern Europe

The takeover

The following countries have fallen under Communist control:

Refer to map on page 76

The Communists have taken control in three different ways:

Mention their success in elections, Red Army control, imprisoning/exiling/executing opponents

The plan

Stalin has made no secret of his plan for eastern Europe:

Describe Stalin's desire for a 'sphere of influence'

The methods

Stalin's control of eastern Europe is based on two methods:

a) _____

which ensures that _____ and _____

b) _____

which ensures that _____

Mention the Red Army and Cominform

The US response

Should we be worried? I say _____ because _____

Yes/No and Why? Mention Italy, France, Greece as well as wider American considerations

Use this sheet to help you with the Focus Task on page 80.

Summarise the Truman Doctrine and its aims.

Summarise what some American hardliners wanted.

Explain what Marshall Aid is and how Stalin would see it.

*Yes/No and Why?
Mention the need for a Soviet 'sphere of influence' in eastern Europe.*

Politburo briefing paper 1948

Subject: The American influence in Europe

American plans

The President of the USA has declared what he calls the Truman Doctrine. Officially this means that:

In secret we believe it also means _____

The methods

The American method for controlling western Europe is _____

which means that _____

The Soviet response

Should we be worried? I say _____ because _____

In your Modern World History exams you are almost bound to have questions that ask you to interpret historical cartoons. There are examples of such questions on pages 206–208, so interpreting historical cartoons is something you should practise regularly and carefully. Here are the things to look for:

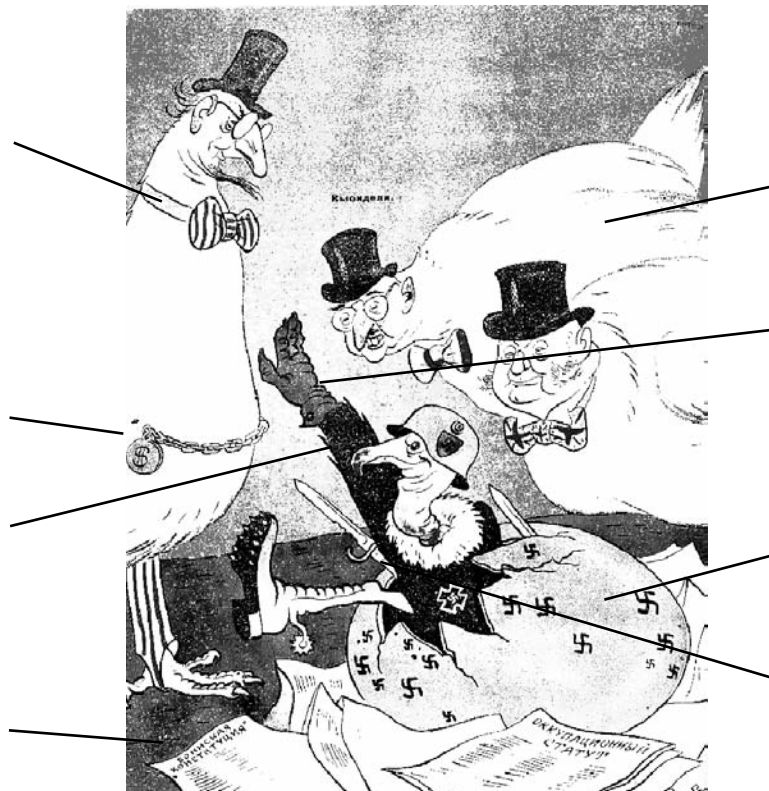
Origins

- The *date* it was drawn – what else was going on at the same time?
- The *country* and the *type* of publication in which the cartoon was published (e.g. a British newspaper).

The cartoon itself

- Look at the *caption* (if the cartoon has one) – it is usually very important.
- Many cartoons use *labels* on the characters or include particularly *significant objects*. Look very carefully for these as they give strong clues as to what the cartoon is about.
- Look at the *background* if there is one – what impression is it trying to give?
- Look at any *people* or *animals* and think about how the cartoonist has drawn them in terms of size, posture and their position in relation to each other.
- *Facial expressions* are usually very important – they tell you whether the cartoonist thinks that a character is brave, cowardly, sincere, treacherous, etc.

There are plenty of cartoons to practise on in Section 2. Start with this example. Write annotations around it to explain the significance of each of the items we have picked out.



WORKSHEET 4.6

When did the Cold War start?

Use this sheet to help you with the Focus Task on page 83.

Step 1 – Define the Cold War

A Cold War has the following characteristics:

- 1 Conflicting ideologies (political ideas)
- 2 Arguments between leaders
- 3 Use of propaganda and the media to criticise your opponent
- 4 Arms race
- 5 Supporting your allies in other countries, or helping your opponents, or helping to prop up regimes that are friendly to you.

Are you happy with this list? If not, add other characteristics to the list.

Step 2 – Consider starting points

The table below shows possible 'starting points' for the Cold War. Add notes to the table to show if any of the above characteristics were present at this time or in this action.

Step 3 – Explain your findings

Now write a series of sentences explaining why it is difficult to say when the Cold War began.

- 1 The Yalta and Potsdam Conferences show some characteristics of a Cold War, such as ...
However, some features are missing at this stage. For example ...
- 2 Other characteristics only emerged over the next four years. For example ...
- 3 The first time that all of these elements seem to be in place is ...
- 4 The Cold War was definitely under way by _____. However, it is hard to say exactly when it began because ...

Event	1 Ideologies	2 Arguments	3 Propaganda	4 Arms race	5 Allies	6 Others
Yalta Conference 1945						
Potsdam Conference 1945						
Communist takeover in eastern Europe 1947						
USA supports royalists in Greek civil war 1947						
Truman Doctrine 1947						
Marshall Aid 1947						
Communist takeover in Czechoslovakia 1948						
Berlin Blockade 1948						
Setting up of NATO 1949						

WORKSHEET 4.7

Who was more to blame for the Cold War?

Use this research sheet to help you with the Focus Task on page 85.

Step 1

Use this table to rate verdicts A–D. You will come back to this later.

Verdict	Rating in Step 1	Rating in Step 3
A The USA was most to blame.		
B The USSR was most to blame.		
C Both sides were equally to blame.		
D No one was to blame. The Cold War was inevitable.		

Step 2

Take one 'factor' each. Use this table to record your findings then report back to your group what you have found out about your factor. You can find the factors in question 2a on page 85.

Factor:		
Examples of this factor causing Cold War problems	Supports verdict ...	Reason

Step 3

If you change your mind about the rating, note this change in the table in Step 1.

Step 4

Use the verdicts to help you to organise your balanced essay. Write a paragraph about each factor, considering evidence for and against.